DOCUMENT RESUME

ED 253 944 EA 017 523

TITLE Oregon School Bus Drivers Training Program. Students Handbook. Core Course.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 85
NOTE 99p.
PUB TYPE Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Discipline Policy; *Driver Education; Elementary Secondary Education; Physical Health; *School Buses; *State Standards; *Student Transportation; *Traffic Safety
IDENTIFIERS *Bus Drivers; *Oregon

ABSTRACT

This student handbook is one of the publications used for the Oregon Bus Driver Training Core Course. Handbook content focuses on those aspects of driving a school bus that differ from driving an automobile and that are essential for the safe transporting of students. Designed to accompany the four classes (each two and one-half hours long), the handbook contains four units: (1) qualifications, responsibilities, and regulations; (2) pupil management; (3) inspections and operation; and (4) emergency and accident procedures. Along with regulations that must be followed by school bus drivers are suggested ways to elicit student cooperation with safety precautions. Copies of reports that drivers may have occasion to use, drawings, and space for class notes are also included. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OREGON SCHOOL BUS DRIVERS TRAINING PROGRAM

STUDENTS HANDBOOK

ED253944

EA 017 523

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. J. Case

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OREGON SCHOOL BUS DRIVERS TRAINING PROGRAM

STUDENTS HANDBOOK

CORE COURSE

Oregon Department of Education
Pupil Transportation Services
700 Pringle Parkway SE
Salem, Oregon 97310

Verne A. Duncan
State Superintendent
of Public Instruction

1985

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs and activities which receive federal assistance. Oregon laws prohibiting discrimination include ORS 659.150 and 659.030. The State Board of Education, furthermore, has adopted Oregon Administrative Rules regarding equal opportunity and nondiscrimination: OARs 581-21-045 through -049 and OAR 581-22-505.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education to ensure equal opportunity in all educational programs and activities and in employment. The Department provides assistance as needed throughout the state's educational system concerning issues of equal opportunity, and has designated the following as responsible for coordinating the Department's efforts:

Title II—Vocational Education Equal Opportunity Specialist
Title VI—Equal Education and Legal Specialist
Title IX—Associate Superintendent, Educational Program Audit Division and Equal Education and Legal Specialist
Section 504—Specialist for Speech, Language and Hearing, Special Education Section

Inquiries may be addressed to the Oregon Department of Education, 700 Pringle Parkway SE, Salem 97310 or to the Regional Office for Civil Rights, Region X, 1321 Second Avenue, Seattle 98101.

5255119858000
0477e

FOREWORD

The Bus Driver Training Core Course is designed to acquaint license applicants with the minimum skills and knowledge needed to drive a school bus. It is a ten-hour program, consisting of four 2-1/2 hour classes. Content focuses on those aspects of driving a school bus which differ from driving an automobile, and which are essential for the safe transporting of students.

Our goal is to help you become licensed school bus drivers in the service of Oregon students. It is, after all, skilled, reliable drivers who contribute so much to education statewide by making facilities more accessible to students.

Jack Sperr

Jack W. Sperr, Coordinator

John Fairchild

John Fairchild, Specialist

Funds for printing this publication were provided by the Oregon Traffic Safety Commission

TABLE OF CONTENTS

Foreword 3

Using the Student Handbook 7

Core Course

UNIT I Qualifications, Responsibilities, and Regulations I-1

UNIT II Pupil Management II-1

UNIT III Inspections and Operation III-1

UNIT IV Emergency and Accident Procedures IV-1

"They don't need bus transportation.
School is just across the street."

USING THE STUDENT HANDBOOK

The Student Handbook is designed to be used with the Oregon Pupil Transportation Manual and Emergency Procedures for School Bus Drivers, along with local handbooks and materials.

After every citation of a page or list number, there is an underlined blank space for adding penciled changes as various publications are revised. (Example: Oregon Pupil Transportation Manual, p. 20___, number 10___.) Extra space has been provided in the margins for notes.

Students should become familiar with the contents of both the Oregon Driver's Manual and the Oregon Chauffeur's Manual, published by the Motor Vehicles Division.

UNIT I

QUALIFICATIONS, RESPONSIBILITIES, AND REGULATIONS

Qualifications 3
- License Requirements 3
- Driving and Criminal Records 4
- Physical Requirements 6
- Knowledge and Skills 8

Responsibilities 8
- To Employer 8
- To Students 10
- To Parents 10
- To Other Employees 10
- To Self 11
- To the Public 11

Regulations 12
- Standardization of Buses 12
- School Bus Stop Law 12
  - 8-Light Warning Flasher System 13
  - Making the Stop Law Effective 14
  - Loading and Unloading 14
- Railroad Crossings 16
- Speed Regulations 18
- Miscellaneous Regulations 18

SCHOOL BUS
STOP

CONTENT	NOTES
School bus drivers hold positions of responsibility. They must observe regulations and be able to exercise great skill and judgment in operating buses and dealing with people.	

QUALIFICATIONS

It is essential that the local school transportation department select applicants and drivers in compliance with national standards and Oregon laws and regulations.

License Requirements

The list of license requirements for school bus drivers begins on page 31___ of the Oregon Pupil Transportation Manual.

In selecting school bus drivers, the employer considers whether drivers are in good physical condition, of sound character, and competent vehicle operators. They should be able to establish and maintain good relationships with the students. They should be even tempered, be able to adjust to job conditions and have positive safety attitudes. Their traffic records must meet the standards established by the Oregon Department of Education.

NOTES	CONTENT
	Driving and Criminal Records OAR 581-53-006(8) Driving and Criminal Records (a) The Oregon Department of Education shall review the driving record of each applicant before a permit or license is issued or renewed. Applicants who have held a driver's license in a state other than Oregon anytime during the preceding three year period shall furnish upon request a copy of the driving record from each state or states to the Oregon Department of Education at time of application. (b) The Oregon Department of Education shall review the criminal record of a driver upon original application for a permit or license. (c) An applicant will be refused a school bus driver's license or a current license shall be suspended or revoked if the applicant or driver: (A) Has ever been convicted of a sex offense involving force or minors; (B) Has ever been convicted of a crime involving violence or threat of violence. This shall not apply if applicant or driver has been free from custody, probation and parole for the preceding three year period; (C) Has, within the preceding three year period, an entry in a public record as defined in ORS 192.410, involving criminal activity in drugs or alcoholic beverages; (D) Has had a driver's license suspended by the Division of Motor Vehicles of any state, within the preceding three year period, for a cause involving the unsafe operation of a motor vehicle. (E) Has been convicted within the preceding three year period of: (i) Hit-and-run driving; (ii) Driving under the influence of intoxicants as defined in ORS 487.540; (iii) Reckless driving as defined in ORS 487.550; (iv) Fleeing or attempting to elude a police officer while driving a motor vehicle; (v) Failure to perform the legal duties of a driver involved in an accident or collision which results in injury or death of any person.

CONTENT	NOTES
(F) Has a driving record for the preceding three year period that has an accumulation of 31 or more points based upon the following point system: (i) Each chargeable accident and each conviction for a moving violation of traffic laws shall have a value of 10 points. A chargeable accident is one in which the driver is answerable as the primary cause of, or chargeable with the result of an accident. (ii) One point shall be subtracted from the total number of points for each full month, since the last chargeable accident or conviction, to the time of driving record check. OAR 581-53-006(9) Refusals and Suspensions (a) The Oregon Department of Education may refuse, suspend or revoke the license of a school bus driver for noncompliance with licensing or physical requirements, giving false or incomplete information on application forms, or failure to comply with laws, rules and regulations applicable to school bus drivers. Applications with obvious incomplete or inaccurate information will be returned to the employer with no action taken regarding denial or approval. (b) Upon suspension or revocation, the licensee shall surrender the suspended or revoked license to the Oregon Department of Education. (c) Hearings on appeal from refusal, suspension or revocation of school bus driver's licenses shall be pursuant to ORS Chapter 183. (d) A license may be suspended for any period up to 90 days. If conditions of the suspension have not been met within the suspension period, the license shall be revoked. OAR 581-53-006(10) Change of Name, Address or Employer Upon change of name, address or employer, a driver must notify the Oregon Department of Education within thirty days. A duplicate license will be issued if necessary.	

NOTES	CONTENT
	Physical Requirements OAR 581-53-006 states, in part, that in order to drive a school bus, the following minimum qualifications must be met: A. Mental and physical condition 1. No mental, nervous, organic, or functional disease, likely to interfere with safe driving or other responsibilities of a school bus driver. 2. No impairments of use of foot, leg, fingers, hand or arm, or other structural defect or limitation likely to interfere with safe driving or other responsibilities of a school bus driver. (Drivers may be required to demonstrate ability to: open and close a manually operated bus entrance door control with a force of at least 30 pounds; climb and descend steps with a maximum step height of 17-1/2 inches; operate two-hand and two-foot controls simultaneously and quickly; have a reaction time of 3/4 of a second or less from the throttle to the brake control; carry or drag a 125 pound person 30 feet in 30 seconds or less; depress a brake pedal with the foot to a pressure of at least 90 pounds; depress a clutch pedal with the foot to a pressure of at least 40 pounds unless operating an automatic transmission; exit from an emergency door opening of 24 x 48 inches at least 42 inches from the ground in ten seconds or less. If there is reasonable doubt that the applicant can perform any of the above, contact the Oregon Department of Education for further instructions.)

CONTENT	NOTES
B. Eyesight Visual acuity of at least 20/40 (Snellen) in each eye either without glasses or by correction with glasses; form field of vision shall not be less than a total of 140 degrees; ability to distinguish colors--red, green and yellow; drivers requiring correction by glasses shall wear properly prescribed glasses at all times while driving. C. Hearing Hearing shall not be less than 7/15 in the better ear, or hearing loss greater than 40 decibels if audiogram is used, for conversational tones, with or without a hearing aid. Drivers requiring a hearing aid shall wear such properly operating aid at all times while driving. D. Liquor, narcotics and drugs Shall not use intoxicants to excess or be addicted to narcotics or habit-forming drugs. E. The driver is not qualified to operate a school bus if insulin is necessary to control a diabetic condition, or if the driver has a diabetic condition with a fasting glucose of more than 200 mg/dl. F. If the driver has severe hypertension (grade 3 retinopathy), the driver is not qualified to operate a school bus.	

NOTES	CONTENT
	Knowledge and Skills Review the Oregon Driver's Manual and the Oregon Pupil Transportation Manual before taking the final course examination. The state carefully spells out the knowledge and skills required of school bus drivers. Human lives depend upon their skills, knowledge, judgment, and attitudes. In addition to basic training, drivers need to participate in inservice activities designed to improve their ability to cope with changing driving situations. RESPONSIBILITIES A school bus driver has responsibilities to the employer, students, parents, associates in the school system, themselves, and the general public. To Employer Like every employee, the driver has a responsibility to the employer to be punctual, honest, neat in appearance, and prompt to carry out orders. The driver must submit all required reports and give the district advance notice if unable to fulfill a commitment.

CONTENT	NOTES
The employer sees to it that vehicles are operable and safe, that drivers carry out state and local policies, salaries are paid, and that drivers are notified of changes in policy or routine. The supervisor, as the link between employees and employer, needs full cooperation. Drivers must be willing to: 1. Accept responsibility. 2. Accept authority. 3. Show interest in work. 4. Accept training. 5. Carry out work willingly. 6. Gain a working knowledge of written school policy. 7. Communicate with supervisors. It is appropriate for drivers to discuss with supervisors any discipline problems, condition of the buses, route changes, and similar matters. Supervisors should be informed of encounters with parents and help drivers with reports and maintenance requests. In addition, drivers should report any road hazards which develop on school bus routes to the supervisor.	

NOTES	CONTENT

To Students

Drivers' attitudes influence students' attitudes toward school, safety practices, other adults, and one another.

To Parents

Business dealings with parents are best conducted by the appropriate school officials. Drivers still need to know the regulations and local policies even though the parent is being referred to a supervisor or principal for help.

To Other Employees

Co-workers appreciate friendliness and cooperation. Work will be more pleasant and easier if the driver is:

1. Courteous to everyone--creating a good impression of the entire transportation system and the school system.

2. Helpful--using proper driving practices and assisting others, such as helping check lights.

3. Ready to compliment the work of others, thank persons offering assistance and avoid gossip and complaining.

CONTENT	NOTES

To Self

A driver must be physically and mentally ready to drive and observe the following:

1. Be rested and free from fatigue.

2. Do not use tobacco on the school bus when students are on or near the bus, or permit passengers to use tobacco.

3. Oregon regulations state that a driver shall not be under the influence of an alcoholic beverage or any dangerous or narcotic drug while on duty; shall not consume an alcoholic beverage, regardless of its alcoholic content, or any dangerous or narcotic drug while on duty or within six hours before going on duty to operate a pupil transporting vehicle.

4. Personal appearance, grooming, and language must be acceptable within the community.

To the Public

The appearance of the driver and bus, and the way the driver operates the bus provide the public with an impression of the school system itself. One discourteous or irresponsible act reflects poorly on the schools and, in particular, the transportation department. Observers, including the passengers, take good driving and driving manners for granted.

NOTES	CONTENT

Building good relations with the public includes showing interest in the passengers. Gain their respect and confidence. Help them understand the importance of good behavioral practices on the bus; compliment them when they do well.

REGULATIONS

The National Highway Transportation Safety Administration has established minimum federal standards for school bus drivers, buses, and bus operations.

Oregon statutes and State Board of Education regulations have been enacted and adopted to help assure safe school bus transportation.

Standardization of Buses

Oregon Revised Statute 485.010 defines "school bus" as recognized in this state. A school bus "Complies with standards relating to school bus construction and school bus equipment adopted by the Department of Education . . ." Minimum Standards for Oregon School Buses gives detailed specifications.

School Bus Stop Law

ORS 485.025 and 487.445, the School Bus Stop laws, are the most familiar of the statutes, explaining what school bus drivers and other motorists are to do when students are being loaded or unloaded. The Oregon Pupil Transportation

CONTENT	NOTES

Manual details the School Bus Stop laws beginning on page 6____.

8-Light Warning Flasher System

The school bus driver must use the flashing warning lights at appropriate times to inform other motorists of the bus driver's intention.

Oregon requires the use of the 8-light warning system, with two amber lights on the front and two on the rear of each school bus, to be flashing when the bus is stopping; and two red lights on the front and two on the rear, to be flashing ONLY when the bus is stopped on the traveled portion of the roadway to load or unload students.

All traffic in both directions must stop while the red warning flasher lights are in use, unless the bus is on a divided highway, where only traffic moving in the same direction as the bus must stop. A divided highway is one on which two separate roadways are divided by a barrier or unpaved median strip.

ORS 485.025 prohibits the use of the flashing red lights if the bus is:

1. not loading or unloading students--except in a place that obstructs other driver's ability to see the flashing red warning lights on another bus,
2. at an intersection controlled by traffic lights, or by a police officer,
3. in a loading area that is completely off the roadway.

NOTES	CONTENT
	Making the Stop Law Effective The Oregon Pupil Transportation Manual lists suggestions (beginning on page 11___) for making the School Bus Stop Law effective. Loading and Unloading Loading and unloading passengers is a dangerous operation. The driver needs to be aware of the directions which the students will head after unloading. Stops for loading and unloading shall be made on the roadway, in the center of the right-hand lane, only if: 1. Students will be crossing the road. 2. The bus cannot be stopped completely off the traveled portion of the road. Stops for loading and unloading will be made off the roadway only if students will not cross the road and the bus can be removed completely from the traveled portion of the road. Stops for loading and unloading children should NOT be made at an intersection controlled by traffic signals. To make a safe stop: 1. Start slowing down at least 300 feet (the length of a football field) from the stop.

CONTENT	NOTES
2. Turn on flashing warning lights if stop is to be made on the roadway. Turn on right turn signal if the stop will be made off the road. 3. Check all mirrors to see that traffic is clear. 4. Approach students with extreme care, giving due consideration to the surface of the road. 5. If the bus is pulled off the road, cancel the turn signal. 6. Keep the brake applied. 7. Open the front door only when ready to load or unload students. The illustration on page 59 in the Oregon Pupil Transportation Manual shows how to make a safe stop on the highway. During off-road stops, the driver may use the hazard lights, but flashing warning lights shall not be operating. School stops should be situated so that students get on or off from the school side of the bus. Students enter the bus single file, each using the handrail, and go directly to their seats. Students leave single file, using the handrail. Those who cross the road should walk in front of the bus.	

NOTES	CONTENT
	After loading and unloading the bus, the driver should: 1. Check to make sure students are all properly seated or are off the roadway. 2. Close the front door. 3. Check traffic. Use mirrors, turn on the left turn signal if the bus is off the road and, when safe, pull back into the lane of traffic. 4. Cancel the turn signal if it was on, accelerate to road speed, and proceed on to the next stop. Check traffic in both directions before allowing students to cross a road. Make certain that all students are off the road before moving the bus. <u>Railroad Crossings</u> Crossing railroad tracks is very hazardous. School bus drivers have exacting precautions to take: 1. In preparing to stop, the driver must have the least possible distraction. Quiet the students and, if necessary, turn off the heaters. 2. Check the traffic control devices. 3. Apply the brakes and STOP smoothly, not closer than 15 feet nor farther than 50 feet from the nearest rail.

CONTENT	NOTES
4. Do NOT turn on flashing warning lights. Hazard lights may be used. 5. Open the service door and the driver's window to LOOK and LISTEN. 6. If no train is approaching, shift into a gear that will take the bus across the tracks without hesitation. DO NOT SHIFT GEARS WHILE ON RAILROAD TRACKS. LOOK and LISTEN a second time, close the door, and proceed quickly and smoothly. 7. If a train is approaching, hold the bus in place, using the parking brake if waiting time warrants it. After the train has passed, proceed as described in step six. 8. At multitrack crossings, be certain a train is not approaching on any track before crossing. After a train passes, wait until <u>all</u> other tracks become visible before crossing. <u>Flasher lights and bells</u> warn of an approaching or passing train. When a train is stopped or the signal is not working properly, the bus may cross the tracks after stopping, when the driver is sure that the crossing is safe. If a flag person is directing traffic, obey only after making a safety stop. Never load or unload students while stopped at a railroad crossing.	

NOTES	CONTENT
	Speed Regulations Maximum speed for all motor vehicles is 55 miles per hour; lower speeds are posted in certain places. In addition, one should never drive faster than is safe and prudent. In the Oregon Pupil Transportation Manual, the "basic rule" is explained. See page 15___. A safe speed for an automobile may not be safe for a bus. The rule-of-thumb for either vehicle is not to drive faster than will permit stopping within the assured clear distance ahead. Every driver should act according to the circumstances, and not be influenced by other motorists. Miscellaneous Regulations The Board of Education's regulations pertaining to school bus drivers are listed in the Oregon Pupil Transportation Manual beginning on page 45___. Most of these regulations are covered in the course content. Use the space below for notes regarding those of particular interest.

UNIT II

PUPIL MANAGEMENT

Driver's Temperament 3

Regulations for Pupils 4

Driver's Instructions 4
- Loading 5
- Unloading 6
- Seating 6
- Minimum Discipline Standards 8

How to Maintain Control 9

Handling Discipline Problems 11

Cooperation 11
- From Students 12
- From Teachers 12
- From Supervisors and Administration 13
- From Parents 14

Handling Chronic Troublemakers 15

Child Psychology 16

Behavior Patterns 17
- Elementary 17
- Junior High 18
- Senior High 19

S. BATTLES

CONTENT	NOTES

The driver must maintain control over passengers by acting in part as an instructor and leader in teaching pupils how to behave at bus stops and on board the bus. This is imperative to operating the bus safely.

To accomplish this, the driver must be able to demonstrate self-control and gain cooperation by applying sound basic psychology.

DRIVER'S TEMPERAMENT

Successful school bus drivers possess both skill and pride in their work. They have patience, humor, and a real liking for and interest in young people. They gain the students' respect and, in a sense, are "social engineers," able to keep their passengers disciplined by means of requests as opposed to demands.

The students' behavior reflects the driver's attitude. This attitude also affects driver performance, how the bus looks, and public opinion about the school system in general and the transportation department in particular.

Safe school bus transportation requires good drivers and good students. Riding the bus should be a learning situation for the students. The driver can set an example by:

- Presenting a neat appearance
- Being friendly and cooperative
- Treating the bus and its equipment with respect and care

NOTES	CONTENT
	A competent driver's passengers take pride in their bus and realize that they themselves have some responsibility for safety of the group.
	REGULATIONS FOR PUPILS
	In order to support the driver in carrying out the major duties of providing safe transportation, local and state authorities have established regulations for passengers.
	The State Board of Education's regulations governing pupils riding school buses are posted in every bus. Students and parents should be familiar with these rules and understand the reasons for them. They are listed on page 44__ in the Oregon Pupil Transportation Manual.
	Local board policies detail such matters as the chain of command and means of communication.
	DRIVER'S INSTRUCTIONS
	Although Number 15 of the regulations states that a pupil who refuses to obey the regulations or the driver, may lose riding privileges, the good driver does not depend on this.
	Drivers are obligated to provide riders with safety instruction and they should notice and report any hazards that students encounter at or on the way to and from the bus stop. Instruct students on how to behave from the time they approach a stop until they are at school or away from the

CONTENT	NOTES
road after disembarking from the bus. This instructional effort is continual and encouragement and compliments on good behavior will be worthwhile. Loading Students should: 1. Follow correct safety procedures when walking to and from a bus stop. Wherever possible, walk facing the oncoming traffic. 2. Arrive at the bus stop and school loading station on time and remain orderly. 3. Stay off the traveled portion of the roadway. Avoid playing or loitering in the road while waiting for the bus, even if the bus is late. 4. Refrain from littering or defacing property. 5. Stand where the driver specifies, and approach the bus only after the door is opened. 6. Enter the bus single file, without rushing or shoving, and use the handrail. 7. Sit down promptly.	

NOTES	CONTENT

Unloading

Unloading is especially dangerous, and the driver is responsible for the safety of ALL students crossing the road. Written exit rules are recommended, so that every student knows what to do after leaving the bus.

For safe unloading:

1. Use assigned stops ONLY. Report any new students to the supervisor so that the pick-up point for the student can be determined. Make NO extra stops, even if a parent requests it. Keep the door closed and explain that you may not dismiss a student anywhere but at the regular stop or the school, without having received written permission in advance from the parent.

2. Students should face forward when leaving the bus and not turn around to talk with others. They should use the handrail.

3. Students who cross the road should line up in front of the bus, walking forward as many steps as are necessary so that the driver can clearly see students, even if they are bent over to pick up dropped articles. No one should move beyond the left front fender until the driver gives the signal.

Seating

The driver's method of handling seating can be a very important factor in passenger control. Oregon regulations require that every student be seated and remain seated while the bus

CONTENT	NOTES
is in motion. This means that every child has a passenger seat. Whether the driver assigns seats depends upon local policies and personal preference. Students prefer to choose their own seats, which keeps the bus atmosphere informal. But a driver who has a number of unruly riders may want to assign seats. The same applies in cases of regular littering or defacing seats and walls. Assigning seats makes passengers accountable for their own areas. Establish the seating arrangement early in the year so that passengers will develop a routine for prompt, orderly seating. If the driver needs to move the more unruly students to the front of the bus or separate those who do not behave well together, the seating arrangement can be changed. Comfort is another consideration which may lead a driver to assign some of the seats. The standard 13- or 15-inch seat width for each passenger is not comfortable for all students. This can cause restlessness and possible disruptive behavior, particularly when the ride is long. For a regular route, make a seating chart and check it on every trip.	

NOTES	CONTENT

Minimum Discipline Standards

Even though bus behavior is not as formal as classroom conduct, there are limits to passenger activity! Driver control should be sufficient enough to assure that:

1. Students enter and leave the bus at stops and school loading stations in an orderly fashion and in accordance with instructions. They should always proceed:

   a. Without hurrying or dallying.
   b. Without crowding or pushing.
   c. With each pupil showing regard for personal safety and the safety of others.

2. Students are quiet enough as not to distract the driver. They must always:

   a. Refrain from shouting and other noisy or rough activity.
   b. Refrain from talking to the driver while the bus is in motion.
   c. Show consideration for the driver and the driver's responsibilities. An upset driver, distracted by the students, cannot possibly be a safe driver.

3. Students remain seated while the bus is in motion.

4. Students cross the road in accordance with the driver's instructions.

CONTENT	NOTES
5. Students show respect for public and private property. a. Roughhousing is hard on seats and interior finish. b. Students need to respect the property rights of other passengers. c. They should keep feet off the seats and out of the aisle. d. They should not mark or cut walls or upholstery. 6. Students keep aisles and stairwells clear and unobstructed. Items that cannot be held on their laps should be secured. 7. Students keep hands, arms, and heads inside the bus. 8. Students refrain from throwing objects in the bus or through windows. (Provide a sack for refuse in the bus and dispose of it at the end of each trip.) HOW TO MAINTAIN CONTROL How does a driver maintain passenger control? It begins by controlling personal conduct. The better the personal conduct, the better the passenger control. Specifically, the driver is: 1. Predictable. Students like, respect, and obey someone who they can count on to act in a controlled manner at all times. 2. Polite, even when annoyed. No one is likely to be defiant toward a person who is acting in a civil manner.	

NOTES	CONTENT
	3. Friendly to everyone. An adult does not show petty dislikes, and it is an advantage to have the passengers consider the driver a friend. 4. Fair. Injustice, not punishment, makes a child rebel against an adult. 5. Consistent. Always reacting to the same improper action in the same way, regardless of momentary moods or feelings about the particular offender. 6. Specific. Giving instructions that a student can carry out immediately. 7. Reasonable. Giving commands the driver can enforce and the students can obey. Offenders need to be told why they should stop what they are doing or change their way of doing it. 8. Kind. Knowing that, while students are not mature, they certainly have feelings. Their embarrassment or resentment can be at least as great as that of adults. 9. Interested. Calling students by name, thanking them when they cooperate well, congratulating their personal achievements, asking about things that interest them, and showing appreciation for their sharing pride in the bus. 10. Businesslike. Having respect for the job and oneself. A driver does not display temper, threaten, shout, or argue with anyone. Refrain from using physical force and from embarrassing a student that is being corrected. Do not be casual with the students; and do not

CONTENT	NOTES
criticize other drivers, school personnel, or policies. And let riders know that their conduct affects your driving ability.	
HANDLING DISCIPLINE PROBLEMS	
Even the ideal driver will have some discipline problems and success will depend on how these situations are handled.	
If a problem is serious and a remark or word of warning is not effective, stop the bus off the roadway as soon as safely possible. The very act of stopping makes the riders aware that the situation demands attention.	
Stand up, face the passengers, and speak to the offenders in a courteous but firm manner. A driver who is firm, specific, reasonable, and self-confident will achieve best results.	
When a seating change is in order, make it right away. Put the leader or the instigator in a seat near the driver's seat.	
When a driver decides to issue a conduct report, it should be done at the end of that trip, while the details of the incident are still vivid.	
COOPERATION	
The better a school bus driver's relationship is with the pupils, supervisor, school personnel, and parents, the more willing they will be to cooperate.	

NOTES	CONTENT
	From Students When students have good morale on a bus, they themselves will help the driver control offenders. Those who learn that the group disapproves of their conduct will hesitate to do anything which might cost them prestige among their fellow students. Act on riders' suggestions or complaints whenever feasible. A driver who cares about the bus can influence students to take pride in it. When a program of cleanliness has become a habit to the riders, the bus suffers less damage from carelessness or deliberate abuse. Some students, through athletic, scholastic, or social activities, are leaders whose manners and actions the others copy. A driver can use this leadership to advantage; however, care must be exercised not to turn the leaders into "driver's pets" or let them "lose face" with their classmates when they need disciplining. The energy of unruly students can be harnessed to one's advantage, too, by giving them some responsibilities. Duties such as seeing that the aisle is clear or that windows are closed can appeal to a child's desire for self-esteem. From Teachers Teachers see students for longer periods of time than bus drivers do, and they see them perform in a number of ways. Good communication between driver and teacher can be of

CONTENT	NOTES
great value in helping the driver understand the behavior of a particular student. This is often necessary if the driver is to discipline the student effectively. The classroom also is a good place to teach safety. Teachers should help drivers supervise loading stations at the school grounds. Drivers should stand ready to assist teachers in whatever ways they can. <u>From Supervisors and Administration</u> A school bus driver can expect school administration support in carrying out duties. Supervisors and administrators will pay close attention to factual accounts of matters which are cause for concern and action. The backing of administration can be invaluable to the driver who refers serious disciplinary cases, especially when parents will be involved. The administration has authority--it may also have background information on students. By being removed from the immediate situation, the administration may be more objective than a driver in determining how to correct problems. If the administration's response to a request for assistance is too slow in coming or is too weak to correct the problem, the driver may ask the supervisor, tactfully, for further action.	

NOTES	CONTENT
	A driver develops good relations with the administration through the supervisor. Deliver all regular reports complete and on time, and be prompt to notify the supervisor about hazards at a bus stop, new students to be scheduled, unusual behavior of a stranger near or at a stop or the school grounds, or continued discipline problems.
	From Parents
	Pupil transportation affects a number of individual homes in the district. Parents like to know that other people are interested in their children. Drivers should use every opportunity to become acquainted with parents. Drivers should be seen as pleasant, neat, responsible members of the school staff.
	Sometimes people question certain passenger rights and privileges. A driver may have to explain policies. This should be done in an impersonal way, being sure to give an accurate explanation. Do not disclose individual opinions.
	Parents will want to cooperate in disciplining their children if they know the rules and realize why observing them is important. Issue conduct reports only for reasons which parents can understand.
	Like students, parents recognize an orderly and well-managed bus. They will criticize a driver who is too lenient or careless, but will stand by a driver the students respect.
	Parents certainly will notice whether the bus is on schedule or not. Punctuality tells something about the driver's

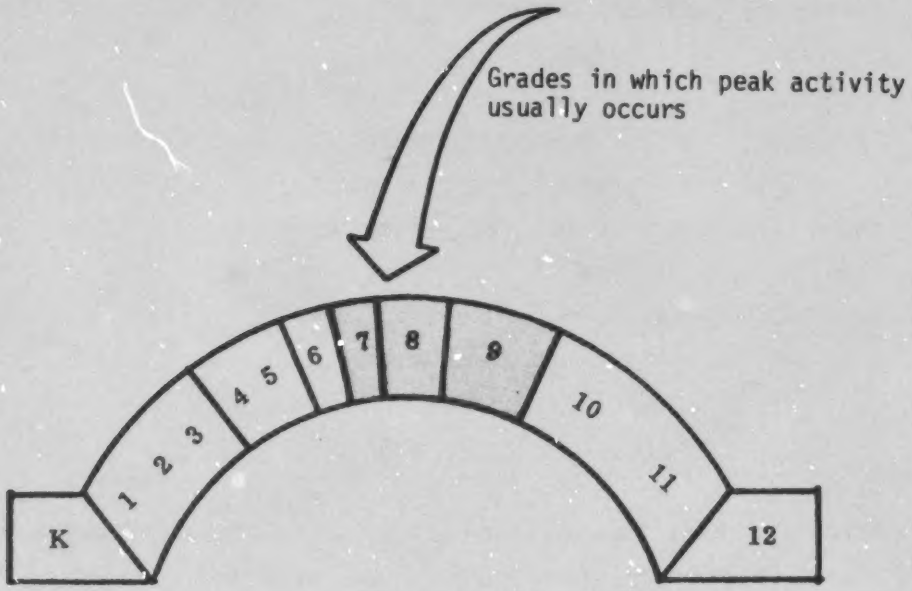
CONTENT	NOTES
sense of responsibility. If the driver is not reliable and on schedule, the students may not be ready to be picked up when the bus arrives.	
HANDLING CHRONIC TROUBLEMAKERS	
Correcting continuing discipline problems sometimes requires teamwork from everyone who encounters the student or students causing the problem.	
Students who create disturbances on the bus are likely to do the same in the classroom as well. If driver, teacher, and principal working together cannot bring about improvement, parents may have to be brought into the effort. Extreme cases may require action by the superintendent or even the school board.	
Regardless of the degree of disturbance, the driver has no legal right to put a rider off the bus except at the regular bus stop or at the school. If the safety of passengers is threatened and the driver cannot curb misbehavior, stop the bus near a telephone and send two responsible students or an adult to notify the supervisor or principal. The driver should NOT START THE BUS until one of these persons has answered the call.	
It should be noted that the approach to discipline problems depends on district policy.	

NOTES	CONTENT
	CHILD PSYCHOLOGY By understanding the fundamentals of child psychology, even a driver who is an expert in self-management and downright artistic when it comes to getting cooperation from other people can do the job better and with less effort. To be a good leader, the driver needs to know something about the behavior patterns of children. Environment is always a factor in behavior, and the school bus driver is part of the passengers' environment. Count on this principle: Children will always test an adult's patience! The adult must counter with firmness and good humor. Firmness does not mean harshness, and good humor does not mean acceptance. Building good bus manners begins on the first day of school. State the rules clearly, and settle little problems right away--it is much easier to prevent a bad situation than to correct one. When in doubt, be exacting. It is easy to let up later, but virtually impossible to be more strict. Watch for the beginnings of problems that could grow into real difficulties or have a bad effect on the better-behaved students. Resist the temptation to ignore a minor misdeed of a student who never causes real trouble, if the same misdeed would bring another student a comment or corrective action. Treat all students exactly alike.

CONTENT	NOTES

BEHAVIOR PATTERNS

Children all go through stages of growth, and their degree of activity changes from time to time. This illustration shows the usual pattern among school age children:



Elementary

Children in kindergarten are restricted and under close supervision. They are accustomed to regulation, and normally are obedient.

Students in the lower grades have some freedom of action, but they still are supervised closely. They seldom present discipline problems. Their memory spans are short, though, and the driver will have to repeat safety rules frequently. Their group spirit is strong, and they respond to the driver

NOTES	CONTENT
	who describes rules as "our rules" and encourages them to "make our bus the best." Fourth and fifth grade students are growing away from the teacher-parent image and are beginning to experience competition. They have some new freedoms and will experiment with their budding independence. Sixth grade students are likely to want to show off as the "big wheels" of the elementary school. Knowing drivers are aware that these students need recognition. Praising cooperative behavior and good safety habits can help keep them in line. Otherwise, they may become mischievous or lead the younger students to poor conduct. <u>Junior High</u> Seventh graders have a number of concerns. They may be the lowest grade again, in a new and much larger school. They are growing fast and have a remarkable amount of energy to work off. The changes in status and surroundings, coupled with physical changes, tend to make them active, noisy, and disorderly. People who work with students of this age need limitless patience to combine understanding with firm discipline. In the eighth grade students enjoy more freedom than they ever have had. They are old enough to try out their new wings and to show more aggressive emotions. Eighth graders who will be in high school the next year are expected to set examples for younger students. Often, the examples they set are less than ideal!

CONTENT	NOTES

Students in the eight-year program are learning to cope with some problems a year earlier than those who enter high school in the tenth grade.

Ninth graders are becoming accustomed to physical changes and are given more choices and opportunities than seventh and eighth graders. From ninth grade on, the driver can anticipate fewer discipline problems on the bus, but the problems that do arise will be more serious than those the younger students pose.

During the junior high years the child goes through more physical, mental and emotional development than in any other period. Anyone dealing with this age group must really like youngsters; intolerance or resentment shows. But the person who conveys a feeling of sympathetic understanding to students can look forward to being repaid by winning their respect and admiration.

Senior High

In the first year of high school, students again become the lowest grade class in school, and now the environment is still larger. Competition is intense. But this is the second time the students have made such a change, so they are better able to deal with it. In addition, they have more mature students to look up to in the higher grades than they had before.

High school girls are normally more mature than the boys, and they tend to be more alike. Girls are usually more easily influenced by boys than boys are by girls. Interrelationships can create problems and the driver should

NOTES	CONTENT
	monitor students' activities on the bus. Although high school students are likely to be somewhat changeable in their behavior, they consider themselves dignified and poised. They want to be considered ladies and gentlemen. Drivers need to conduct themselves in a different manner with high school students than with elementary students. High school students are not living a regimented life style, and drivers must adjust their approaches to them. Young drivers should not hesitate to ask their supervisors or principals for help in solving problems involving high school students, for these students may resent any great show of authority by a driver who is near their own age. High school gangs may be formed by students with similar social background. A student who wants to assert leadership or power will promote such a gang. Any action against a member of the group is taken as an action against the group itself. Often a member is punished by the others for refusing to participate in the group plans. The best way to deal with gang behavior on the bus is to ask that the various members be assigned to ride on several different buses. More often than not, however, this is impractical. The driver must then ask that riding privileges be denied all members until they agree to abide by the rules, unless the driver can identify the leader and take appropriate action. Without an active leader the gang cannot function.

UNIT III

INSPECTIONS AND OPERATION

General Inspections 3
New School Bus Checklist 4
School Bus Safety Check 5
Annual Vehicle Inspection and Maintenance Report 7
Annual Vehicle Certification Report 8

Driver's Inspections 9
Driver's Pre-Trip Checklist 10
Preliminary Inspection 11
Operational Inspections 13
Walk-Through Inspection 14
First Outside-Inside 15
Second Outside-Inside 16
Pre-Departure 18
Post-Trip Inspection 19
Housekeeping 19

Fundamentals of Operation 19
Starting the Engine 20
Shifting Gears 21
Downshifting 23
Automatic Transmissions 23
Changing Lanes 24
Intersections 25
Turning 25
Left 25
Right 26
Backing and Turning Around 26
Being Passed 27
Passing 28
Following 29
Stopping 29
Parking 30

SCHOOL
SCHOOL BUS
S. BATTLES

CONTENT	NOTES
The school bus is an expensive vehicle with many special safety features. But regardless of the skill that went into producing the bus, it cannot perform with maximum economy and dependability without good upkeep. Both repair costs and salaries are paid out of taxes, so it makes sense for a driver to take personal interest in economic as well as safety considerations.	
GENERAL INSPECTIONS	
The state's Pupil Transportation Service checks new school buses and the vehicles must meet many standards (see page III-4___). In addition, the Pupil Transportation Service spot-checks buses after they are in use (see pages III-5___ and 6___).	
Each year, bus mechanics submit reports on every bus (see page III-7___) and the school superintendents certify that buses have been brought up to standard (see page III-8___).	

OREGON DEPARTMENT OF EDUCATION
Salem, Oregon 97310

School Management Services Division
Pupil Transportation Section

NEW SCHOOL BUS CHECKLIST

Date _____ District & No. _____ County _____ Contractor _____

Bus No. _____ License No. _____ Chassis Make _____ Year _____ Style _____

Chassis ID No. _____ Body Make _____ Capacity _____

[V] Meets Standards [O] Does Not Meet Standards [N] Does Not Apply [X] Maintenance Item

B = Body Dealer Responsibility C = Chassis Dealer Responsibility

DRIVERS COMPARTMENT

1.	Steps	B	
2.	Service Door	B	
a.	Head bumper	B	
b.	Hinge guard	B	
3.	Grab handle	B	
4.	Stanchions–padded	B	
5.	Guard rails–padded	B	
6.	Modesty panel	B	
7.	Driver's seat & belt	B	
8.	Service brake	C	
9.	Parking brake:		
a.	Air	C	
b.	Manual	C	
10.	Steering wheel	C	
11.	Horn	C	
12.	Instrument panel:		
a.	Speedometer & odometer	C	
b.	Oil	C	
c.	Water temperature	C	
d.	Fuel	C	
e.	Ammeter	C	
f.	Panel light	C	
g.	High beam indicator	C	
h.	Turn signal indicator	C	
i.	Air or vacuum gauge	C	
j.	Low air or vacuum warning	C	
k.	Tachometer	C	
13.	Hand throttle	C	
14.	Flashing lights:		
a.	Switches	B	
b.	Indicator/s	B	
15.	Heaters:		
a.	Shut-off	B	
b.	Hose shield	B	
16.	Defrosters: Left & Right	B	
17.	Dome lights	B	
18.	Step-well light	B	
19.	Mirror	B	
20.	Sun visor	B	
21.	Windshield	B	
22.	Windshield washers	B	
23.	Windshield wipers	C	
24.	Fire extinguisher	B	
25.	First aid kit	B	
26.	Flags & reflectors	B	
27.	Insulation	B	
28.	Ventilator	B	
29.	Pupil regulations	B	

PUPIL COMPARTMENT

1.	Floor	B	
2.	Seats:		
a.	Spacing	B	
b.	Anchorage	B	
c.	Padding	B	
d.	Padded rails	B	
e.	Cushion retention	B	
3.	Aisle width	B	
4.	Ceiling height	B	
5.	Windows:		
a.	Split sash	B	
b.	Full sash	B	
6.	Emergency windows:		
a.	Latches	B	
b.	Buzzers	B	
c.	Lettering	B	
7.	Emergency door:		
a.	Latch	B	
b.	Buzzer	B	
c.	Lettering	B	
d.	Instructions	B	
e.	Lower glass, rear	B	
f.	Side door: chain or cable	B	

OUTSIDE BODY

1.	Headlights	C	
2.	Turn signals	B	
3.	Clearance lights	B	
4.	Identification lights	B	
5.	Tail lights	B	
6.	Stop lights	B	
7.	Back-up lights	B	
8.	Amber & red flashing lights	B	
9.	Reflectors	B	
10.	Color	C & B	
11.	Length and width	B	
12.	Lettering:		
a.	"School Bus"	B	
b.	District or cont. name	B	
c.	Numbers or symbols	B	
d.	Emergency exit	B	
e.	"Unlawful to Pass" sign	B	
13.	Mud flaps	B	
14.	Windshield access steps	B	
15.	Rub rails	B	
16.	Side mirrors & RT. convex	B	
17.	Cross view mirror	B	

CHASSIS

1.	Fenders	C	
2.	Axles	C	
3.	Tires (Size:)	C	
4.	Wheels	C	
5.	Bumpers	C	
6.	Tow hooks: Front C, Rear B		
7.	Steering & hoses	C	
8.	Springs	C	
9.	Shock absorbers	C	
10.	Frame	C	
11.	Underseal	B & C	
12.	Drive shaft guards	C	
13.	Exhaust system	C	
14.	Fuel tank & shield	C	
15.	Reserve tanks:		
a.	Air	C	
b.	Vacuum	C	
16.	Power brakes:		
a.	Compressor	C	
b.	Hydrovac	C	
c.	Brake lines	C	
17.	Air cleaner	C	
18.	Oil filter	C	
19.	Fuel filter	C	
20.	Battery	C	
21.	Alternator	C	
22.	Engine:		
a.	Gas	C	
b.	Diesel	C	
23.	Clutch	C	
24.	Transmission:	C	
a.	Standard		
b.	Automatic		

OPTIONAL EQUIPMENT

1.	Baggage compartment	B	
2.	Tool box	B	
3.	Public address system	B	
4.	Radio	B	
5.	Power ventilators	B	
6.	Book racks	B	
	Others:		
7.			
8.			
9.			
10.			
11.			

Form 2242 (revised 9-76)

Inspector _____

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310
Phone 378-3577

IMPORTANT: Complete repairs, SIGN and RETURN pink copy within 30 days as per OAR 581-53-008(4).

SCHOOL BUS SAFETY INSPECTION

District _____ District No. _____ County _____ Cont. _____

Bus No. _____ License No. _____ Chassis Make _____ Year _____

Date _____ Body Make _____ Capacity _____

ITEMS TO BE INSPECTED	O.K.	Poor	Repair	REMARKS	Date of Repair
INTERIOR—General Appearance					
1. Seats—Padded Rail					
a. Securely fastened					
b. General condition					
c. Cushion retention					
2. Windows					
3. Floors					
4. Service Door & Head Bumper (hinge guard 1972)					
5. Stanchions, Guard Rails or Barriers					
6. Grab Handle					
7. Emergency Door/Rear Emergency Window					
a. Operating freely					
b. Lettering (instructions 1978)					
c. Buzzer (emg. window 1972)					
8. Swing Out Windows (1956)					
a. Lettering (1956) Instructions (1978)					
b. Operating					
c. Buzzer (1972)					
9. Posted Pupil Regulations					
10. Loose Articles					
DRIVER COMPARTMENT					
1. Inside Mirror (6x30)					
2. Sun Visor (6x30)					
3. Windshield					
4. Wipers (2 Motors 1972)					
5. Windshield Washers (1962)					
6. Instruments					
a. Speedometer					
b. Odometer					
c. Ammeter or Voltmeter					
d. Oil pressure					
e. Water temperature					
f. Fuel guage					
g. Panel light					
h. Air or vacuum guage (A 1955) (V 1972)					
i. Tachometer (T) (1955)					
j. Brake Warning System (Vac 1972)					
7. Heater (hose shields 1972)					
8. Defroster (2 required 1972)					
9. Dome Lights					
10. Step Well Light					
11. Horn					
12. Steering Wheel Play					
13. Hydraulic Brakes					
14. Air Brakes					
15. Parking Brakes					
16. Fire Extinguisher (5 lb.-10 BC)					
17. Emergency Reflector Kit					
18. First Aid Kit—Contents					
19. Driver Seat Belt w/Retractor or Holder					

Bus No. _____

ITEMS TO BE INSPECTED	O.K.	Poor	Repair	REMARKS	Date of Repair
LIGHTS					
1. Headlights					
a. Low beam					
b. High beam & indicator					
2. Clearance (6 required 1972)					
3. Cluster (required 1972)					
4. Turn and Indicator (side–1972)					
5. Warning, Telltale & Cancel Switch					
6. Stop (5 in.-1962)					
7. Tail					
8. Reflectors (6 required 1972)					
9. Back Up Lights (1972)					
10. Hazard Light Switch (1972)					
EXTERIOR–General Appearance					
1. Paint & Sheet Metal					
2. Lettering & Bus No.					
3. Outside Mirrors					
a. Side and right side convex					
b. Cross view					
4. Wiper Blades					
5. Flaps					
6. Bumpers					
7. Tow Hooks (T)(1962)(all 1972)					
8. Emergency Door/Rear Emergency Window					
a. Operates freely					
b. Lettering (1962)					
9. "Unlawful To Pass" Sign					
CHASSIS					
1. Tires (condition)					
2. Wheels & Bearings					
3. King Pins					
4. Steering Linkage (power 60 cap 1972)					
5. Exhaust System					
6. Drive Shaft Guards					
7. Frame					
8. Body Mounting (secure)					
9. Springs and Shackles					
10. Shock Absorbers					
11. Fuel Tank, Shield and Filler					
12. Brake Lines					
13. Vacuum Reserve Tank					
14. Air Tank(s) – (moisture ejector 1972)					
POWER PLANT					
1. Battery & Cables					
2. Belts					
3. Cleanliness (fire hazard)					
4. Wiring (damaged-loose)					
5. Power Steering Hoses					
6. Radiator and Heater Hoses					
7. Fuel Lines					

OTHER REMARKS _____

This is a visual inspection only without disassembly or road test.

_____
Inspector

I certify the items checked in the "Repair" column were repaired on the indicated date.

_____
Signature

(T) Transit
(C) Conventional

(Year) regulation became effective
Checked "O"–deficient by present standards but not required on this year model

OREGON DEPARTMENT OF EDUCATION
Pupil Transportation Services
Salem, Oregon 97310

ANNUAL VEHICLE INSPECTION AND MAINTENANCE REPORT

SCHOOL DISTRICT _____ COUNTY _____ BUS NO. _____ DATE _____

YEAR & MAKE _____ TYPE & CAPACITY _____ ID NO. _____

LICENSE NO. _____ ODOMETER READING _____ CONTRACTOR _____

INSTRUCTIONS

Each vehicle used to transport pupils shall be inspected annually. Complete and sign this form in duplicate for each vehicle. Forward the original to the District Superintendent, to be kept on file. The mechanic or contractor will keep the other copy on file. The original and copy must be retained for two years and be available to Oregon Department of Education personnel upon request. In the "OK" column mark "O" for items that do not apply and under the "Repaired Date" column indicate the date of the actual repair. The certification of inspection and completion of repairs must be completed and submitted to the Department of Education by September 1 each year.

	OK	Repaired Date
I. CHASSIS (remove wheels)		
1. Brakes (lining, cylinders, drums, vacuum or air tanks, drain valves, diaphragm, lines, hoses)		
2. Steering (linkage, adjustment, kingpins, bearings, PS operation, leaks, hoses)		
3. Spring Assemblies (shackles, U-bolts)		
4. Shock Absorbers		
5. Wheel (rims, bolts, lugs)		
6. Tires (cuts, bruises, breaks, tread, uneven wear)		
7. Motor Mounts		
8. Clutch and Bearings (adjust, noise)		
9. Transmission (noise, leaks, slip-out)		
10. Drive Line (U-joints, bearings, and guards)		
11. Parking Brake (holds securely)		
12. Frame and Body Mounting		
13. Fuel Tank (supports, filler, lines, pump, filter)		
14. Differential (oil level, leaks, vents, play)		
15. Exhaust System (leaks and hangers)		
II. ENGINE COMPARTMENT		
1. Hood and Clamps (secure, open easily)		
2. Cooling System (leaks, hoses)		
3. Motor (tuned and serviced)		
4. Check for Oil and Grease Leaks		
5. Battery (hold down, and wiring)		
6. Air Compressor (operation, lines, oil leaks)		
7. Belts (wear, adjustment)		
8. Cleanliness		
III. INTERIOR		
1. Seats (securely fastened, frames, padding, rail pads, cushion retention)		
2. Windows (broken glass, latches)		
3. Floor and Steps		
4. Service Door and Linkage, head bumper		
5. Barriers or Modesty Panel and Stanchions and Guard Rail (padded, securely anchored)		
6. Emergency Exits (operate freely, lettering, buzzer) (door latch instructions—1972)		

	OK	Repaired Date
IV. DRIVER COMPARTMENT		
1. Inside Mirror		
2. Sun Visor		
3. Wipers (motor, arms, blades)		
4. Windshield Washers (operating—1962)		
5. Instrument Panel (speedometer, ammeter, oil pressure, water temperature, fuel gauge, air or vacuum gauge and warning, tachometer)		
6. Heaters		
7. Defrosters (2 required—1972)		
8. Dome Lights and Step Well Light		
9. Horn		
10. Fire Extinguisher (5 lb., anchored)		
11. Emergency Triangle Reflector Kit (anchored)		
12. First Aid Kit—24 Unit (mounted)		
13. Driver Seat, Seat Belt (retractors or holders)		
14. Posted Pupil Regulations		
V. LIGHTS		
1. Headlights (low beam, high beam, and indicator) and Panel Lights		
2. Clearance (6 required—1969)		
3. Cluster (required—1969)		
4. Turn Signals, Indicator (hazard light switch) (side mounted—1972)		
5. Warning Lights and Indicators		
6. Stop		
7. Tail		
8. Backup (required—1972)		
9. Reflector (8 required—1972)		
VI. EXTERIOR		
1. Paint and Sheet Metal (no sharp edges)		
2. Lettering and Bus No.		
3. Outside Mirrors (right & left, crossview) (right convex)		
4. Flaps		
5. Bumpers (non-hitchable)		
6. Unlawful to Pass Sign		
7. Tow Hooks (front and rear—1972)		

INSPECTED OR REPAIRED BY

Form 581-2255 (2/85)

Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310

Pupil Transportation Services
Jack W. Sperr, Coordinator

ANNUAL VEHICLE CERTIFICATION REPORT

County _____ Date _____

District Name _____ District No. _____ No. of Vehicles Inspected _____

Name of Transportation Supervisor or Contractor _____

Complete this form in duplicate. Return one copy to the Department of Education by September 1. Retain the other copy in district records. This form must be signed by the School District Administrator.

I hereby certify that the vehicles listed below will be used to transport pupils for the above school district during the school year _____. I also certify that, to the best of my knowledge, these vehicles have been inspected and necessary repairs have been made as evidenced by the Annual Vehicle Inspection and Maintenance Report (Form 2255) on file in this district for each vehicle.

Definitions of Vehicle Types:

S = School Bus. All vehicles marked with the words "School Bus" and equipped with amber and red lights.
O = Sedans, Station Wagons, Vans, Buses, not marked or equipped as above.

Signature _____
(School District Administrator)

Title _____

Veh. Type	Bus No.	License No.	Year	Body Make	Chassis Make	Cap.

Form 581-2256 (4/83)

CONTENT	NOTES

DRIVER'S INSPECTIONS

The driver is with the bus from day to day and is the person most likely to notice faulty or abnormal operation. The driver's daily inspections should reveal any changes at the earliest possible time.

The driver can help the mechanic locate trouble and prolong the life of the bus by taking care of routine maintenance tasks and making careful daily inspections.

A school bus which operates well responds to the driver instantly. The driver should report anything unusual in vehicle behavior promptly; minor malfunctions can develop into major ones.

Expert drivers consider inspection part of driving. They continually check all systems; they spot trouble and act before the trouble causes serious damage or contributes to a breakdown or an accident. Mechanical signs, like traffic signs, can be read.

State regulations require that every bus be inspected daily [before each trip]. The driver makes both stationary and operational inspections. Page 43___ of the Oregon Pupil Transportation Manual lists the items requiring daily inspection.

The sample pre-trip checklist on the next page shows what the driver must examine as matter of course. Attention should be given to additional matters from time to time.

DRIVER'S PRETRIP CHECKLIST (SAMPLE)

PRELIMINARY

- [ ] Leaks, Vandalism, etc.

ENGINE COMPARTMENT

- [ ] Oil Level
- [ ] Coolant Level
- [ ] Belts
- [ ] Hoses
- [ ] Battery, Wiring

INSIDE

- [ ] Parking Brake
- [ ] Low Air, Vacuum Warning

Start Engine

- [ ] Oil Pressure (Gauge)
- [ ] Air or Vaccum (Gauge)
- [ ] Heater-Defroster
- [ ] Windshield Wiper & Washer
- [ ] Dome Lights
- [ ] Mirrors
- [ ] Horn, Steering Wheel
- [ ] Front Amber Flashers
- [ ] Seats
- [ ] Emergency Door (Buzzer) & Rear Amber Flashers
- [ ] Windows & Window Buzzers
- [ ] Emergency Equipment
- [ ] Turn on all Lights including 4-way Flasher

OUTSIDE

Front

- [ ] Headlights
- [ ] Clearance Lights
- [ ] Identification Lights
- [ ] Turn Signals & 4-way Flashers
- [ ] Alternately Flashing Red Lights

Left Side

- [ ] Sidemarker Lights
- [ ] Reflectors
- [ ] Wheels (Lugs) & Tires
- [ ] Emergency Door (if so equipped)

Rear

- [ ] Tail Lights
- [ ] Stop Lights
- [ ] Turn Signal Lights
- [ ] Clearance Lights
- [ ] Identification Lights
- [ ] Reflectors
- [ ] Alternately Flashing Red Lights
- [ ] Emergency Door or Window
- [ ] Back up Light

Right Side

- [ ] Sidemarker Lights
- [ ] Reflectors
- [ ] Entrance Door
- [ ] Wheels (Lugs) & Tires

INSIDE

Stop Engine

- [ ] Apply Service Brakes and Hold--Air loss should not exceed 3 psi per minute. Vacuum loss not more than 2 inches per minute.

CONTENT	NOTES

Preliminary Inspection

1. Take an overall look at the bus. Check for:

   a. Oil, gasoline, or water leaks.
   b. Evidence of vandalism.

2. Open hood and make sure the safety latch, rod, or hinge is in holding position.

   a. Check engine compartment for loose wires, tools left in engine compartment, excess oil, and battery corrosion or looseness.
   b. Check oil level. The reading is accurate while the engine is still cold. Keep oil above the "add oil" line, but not at an overly high level.
   c. Remove radiator cap and check fluid level. Allow space for expansion. NEVER REMOVE THE RADIATOR CAP WHEN THE ENGINE IS HOT.
   d. Check fan belt for cracks, frayed edges, and proper tension (about half-inch give).

3. Close the hood and be sure it is latched.

4. Clean mirrors and windshield.

0
10
20
30
40
50
R.P.M.
HUNDREDS

0
10
20
30
40
50
60
70
80
362718

E
F
FUEL

C
H
WATER TEMP

50
0
50
100
100
AMPERES

0
20
40
60
80
OIL
PRESSURE

0
30
60
90
120
150
AIR
PRESSURE

0
15
30
VACUUM

CONTENT	NOTES

Operational Inspections

1. Check to be sure parking brake is set and transmission is in neutral.

2. Turn on ignition.

3. Pump brakes until low air or vacuum warning operates, if bus so equipped.

4. Start engine, check gauges, and set for warm-up.

5. Check operating condition and visibility of dashboard gauges. (Pay attention to these at all times when engine is in operation.) Illustration on page III-12___ in your handbook shows you what to look for.

   a. Gasoline gauge shows the approximate amount of fuel in the tank. Always keep the tank at least a quarter full, and NEVER let the tank be filled while passengers are on board.
   b. Water temperature gauge shows temperature of water in engine block.
   c. Oil pressure gauge indicates pounds per square inch (psi) of pressure under which lubricant is being forced through lubrication system. A gauge that fluctuates at a constant engine speed signals trouble.
   d. Ammeter records number of amperes of current being produced or used.
   e. Voltmeter, if installed, indicates battery condition.

NOTES	CONTENT
	f. Speedometer gives approximate rate at which vehicle is traveling, and odometer records number of miles traveled. g. Tachometer, if installed, shows number of engine revolutions per minute. h. Air pressure gauge or vacuum gauge shows what reserve energy supply is available for brake operation. 6. Check the following: a. Heaters b. Defrosters c. Windshield washer and wipers d. Dome lights e. Mirror adjustment f. Horn g. Steering wheel play Walk-Through Inspection 1. Turn on amber flashers and check front flashers. 2. Walk to back of bus checking seat frame anchorage, upholstery, and cushion retention. 3. Check emergency door operation and buzzer. 4. Check operation of rear amber flashers. 5. Walk to front of bus checking swing out windows and buzzers. Check emergency equipment. (First Aid Kit, Fire Extinguisher, and Reflector Kit)

CONTENT	NOTES
6. Turn on headlights (high beam) and check indicator, turn on clearance lights, and hazard warning lights (or left turn signal) and check indicators. 7. Open door and check step well light. First Outside-Inside 1. Dirty lenses should be cleared while being checked. Check for any body damage while walking around bus. Go to front of bus and check: a. Headlights (bright) b. Front turn signals c. Front clearance and cluster lights d. Front red flashers 2. Go to left side of bus and check: a. Side clearance lights b. Side turn signal c. Side reflectors 3. Go to rear of bus and check: a. Tail lights b. Rear turn signals c. Rear clearance and cluster lights d. Rear reflectors e. Rear red flashers	

NOTES	CONTENT
	4. Go to right side of bus and check: a. Side clearance lights b. Side turn signal c. Side reflectors 5. Go inside bus and: a. Cancel red flashing lights b. Turn off clearance lights, if on separate switch c. Cancel hazard warning lights and check turn signal switch and indicators d. Turn headlights on dim e. Put transmission in reverse f. Turn off engine g. Turn on ignition h. Check air or vacuum gauge (note reading) <u>Second Outside-Inside</u> 1. Go to front of bus and check: a. Right front tire and lug nuts b. Headlights (dim) c. Left front tire and lug nuts 2. Go to rear of bus and check: a. Left rear wheel nuts and tire pressure b. Back up light c. Right rear wheel nuts and tire pressure

CONTENT	NOTES
3. Go inside bus and: a. Shut off headlights b. Return transmission to neutral c. Check air or vacuum gauge (should not show loss in pressure from previous check) d. Gradually apply full brake pressure and hold for at least 10 seconds. Check air or vacuum gauge and listen for leaks. (Trouble in c. or d. above immediately takes bus out of service.) 4. Restart engine and: a. Release parking brake b. Put bus in starting gear (or reverse) c. Move bus a few feet and test service brake action d. Replace transmission in neutral e. Reset parking brake f. Continue warm up if necessary 5. Get help to check items which cannot be checked by one person such as: a. Stop lights b. Some amber lights c. Some back up lights with automatic transmissions	

NOTES	CONTENT

Pre-Departure

Before you leave the parking lot, check the following:

1. With air or vacuum pressure built up and motor stopped, apply foot brake and check:

   a. Air brakes for any audible air leaks.
   b. Hydraulic brakes for amount of free pedal or any "sponginess" or "falling off" under constant pressure.
   c. All systems with gauges for any loss of pressure while brake pedal is depressed.

2. Apply parking brake, start motor, and shift into starting gear. If bus moves easily, parking brake needs attention.

3. With bus in motion, apply brakes and check for stopping ability. Note any grabbing, swerving or failure to hold.

4. Clutch. Note:

   a. Chattering or grabbing.
   b. Amount of free pedal--not less than one inch.

5. Steering. Be alert for stiffness, loose movement, or abnormal noise.

CONTENT	NOTES

Post-Trip Inspection

A post-trip inspection may be established in certain districts. This could include:

1. Checking for interior and exterior damage.
2. Cleaning interior of bus.
3. Cleaning lights and windows.
4. Reporting mechanical deficiencies.
5. Drain air tanks--end of day.

Housekeeping

A clean, sanitary bus helps build a favorable image for the driver, the transportation department, and the school system. Students riding in a clean, comfortable bus have a better attitude than those who do not--and you can use all the good attitude you can inspire!

FUNDAMENTALS OF OPERATION

Because a school bus is larger, heavier, and slower than a car, the driver must learn to allow for such factors as wider turning radius and greater stopping distance.

It is essential to operate all controls comfortably and be able to see areas all around the bus.

NOTES	CONTENT
	In correct steering position: 1. Feet reach floor controls easily. 2. Seat belt fastened and adjusted so driver can keep control. 3. Grip steering wheel with both hands from the outside of the wheel. 4. If bus is unfamiliar, go through shift pattern with clutch depressed. 5. Adjust all mirrors to provide vision of the total scene behind, on both sides, and across front of bus. Ceiling vent and front heater fresh air vent should always be open so that bus can "breathe," thereby minimizing condensation. Starting the Engine This routine should be performed in accordance with safety principles and in keeping with good engine preventive maintenance practices. 1. Set parking brake to keep bus from moving. 2. Depress clutch pedal to disengage engine from transmission. 3. Shift gear lever into neutral position.

CONTENT	NOTES
4. Engage starter, with clutch depressed and gear shift in neutral. a. Use hand choke only when necessary; overchoking causes carburetor flooding and fumes. b. Use foot accelerator sparingly; pumping causes flooding. 5. Warm the engine at 1000 to 1200 rpm--about twice idle speed. DO NOT RACE ENGINE. 6. Look to see that instruments are registering properly. Shifting Gears Gear shifting requires skill and practice, especially for drivers who have not driven standard shift cars. Synchro-mesh transmissions have eliminated most gear clashing. The driver must learn the best range of speed for changing gears upward and downward, and must shift without losing view of the road. 1. Know the gear positions. 2. Depress clutch pedal. 3. Shift gear lever into starting gear (NEVER higher than second). Use first gear with a heavy load or on hills. 4. Release parking brake completely. 5. Release clutch gradually and depress accelerator as needed.	

NOTES	CONTENT

6. Remove foot from clutch pedal completely. NEVER RIDE THE CLUTCH.

7. Pick up engine speed before shifting to a higher gear.

8. Shift to the next higher gear. DO NOT SKIP GEARS IN UPSHIFTING OR DOWNSHIFTING.

   a. Depress clutch pedal.
   b. Shift the lever.
   c. Release clutch smoothly but more quickly than in starting gear, and depress accelerator smoothly and quickly to prevent loss of speed.
   d. Remove foot from the clutch pedal.
   e. Proceed until bus is moving fast enough to shift to the next gear.

Repeat step 8 sequence until the bus is in cruising gear.

Approximate MPH to be Reached Before Upshifting or Downshifting

MPH varies slightly depending on the engine make, transmission, gear ratio, and terrain.

Upshifting		Downshifting	
1 to 2 Gear	5-10 MPH	5 to 4 Gear	30-35 MPH
2 to 3 Gear	10-15 MPH	4 to 3 Gear	15-20 MPH
3 to 4 Gear	20-25 MPH	3 to 2 Gear	5-10 MPH
4 to 5 Gear	30-40 MPH	2 to 1 Gear	Stop

CONTENT	NOTES
Downshifting A rule-of-thumb is to use the same gear going down a hill as you would going up the same hill with the same load. The average student's weight is 120 pounds. The student load weight of a 65 passenger bus is more than three and a half tons. Downshift to keep the engine from lugging. If the engine speed cannot be maintained or increased, the driver should downshift. To downshift: 1. Depress clutch pedal and release accelerator. 2. Shift to next lower gear. 3. Accelerate engine to match gear speeds and release clutch pedal gradually to avoid jerking and excessive clutch wear. Select the proper gear before starting down a hill. Automatic Transmissions To operate a school bus with automatic transmission, the driver selects a gear range and maintains steady accelerator pressure during shifting, or shifting will not be smooth. For smooth shifts: 1. Know shift positions.	

NOTES	CONTENT

2. Depress foot brake.

3. Move selector lever into proper position for starting.

4. Release parking brake.

5. Release foot brake and depress accelerator. As speed increases, transmission automatically shifts to next higher gear until it reaches selected top gear.

To downshift for added power, maintain steady accelerator pressure and move selector lever to the next lower position. Select the proper gear range before starting down a hill.

Changing Lanes

The correct procedure for changing lanes is to:

1. Look out the window and move ahead enough to see into blind spots.

2. Check rearview mirrors for following vehicles closing fast from the rear in the new lane and for any vehicles about to enter the new lane.

3. On the outside lane of a multilane road, look for vehicles about to enter the middle lane from the far adjacent lane.

4. Use turn signals before changing lanes.

5. Cancel turn signals after lane change is completed.

CONTENT	NOTES

Intersections

More than 30 percent of Oregon school bus accidents occur at intersections. The approach must be made with extreme caution.

Observe traffic ahead, to the left, the right, and left again, then:

1. Slow down or stop to yield to other vehicles as necessary.

2. Watch for a vehicle approaching from either side and signaling for a turn. Slow down and prepare to enter the intersection only after the vehicle has begun to turn. Enter only when the crossing can be completed safely.

3. If anything obscures vision, stop at the intersection and edge forward slowly.

Turning

It is more difficult to make smooth turns with a bus than with a car, even though the basic techniques are the same.

Check traffic on all sides of the bus; when clear, signal and move into the proper lane.

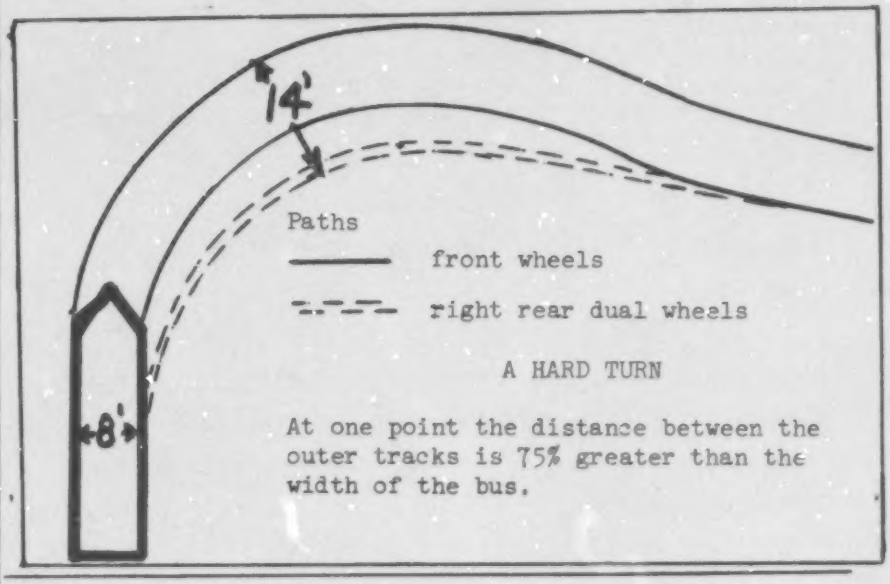
Left

See Oregon Pupil Transportaion Manual, page 64___.

NOTES	CONTENT

Right

See Oregon Pupil Transportation Manual, page 65___.


14'
8'
Paths
front wheels
right rear dual wheels
A HARD TURN
At one point the distance between the outer tracks is 75% greater than the width of the bus.

Backing and Turning Around

See Oregon Pupil Transportation Manual, page 65___.
Approximately 40 percent of Oregon school bus accidents occur while the bus is turning or backing.

Use hazard lights for backing. It is illegal, however, to use the flashing red or amber warning lights on a public road or street except when preparing to load or unload students.

Let other traffic, front and rear, move around the bus if possible.

Load before backing and unload after backing.

CONTENT	NOTES

Being Passed

Good manners and safety go hand in hand. This is never more true than when vehicles are passing on roadways. An expert school bus driver always shows courtesy and care to other drivers wanting to pass. Remember:

1. When one vehicle is trying to pass and another is approaching from the opposite direction, it is correct to:

   a. Slow down to let the passing car pass safely before the oncoming vehicle reaches it, or
   b. If time does not allow this, move into the parking lane or leave the roadway to permit the passing vehicle to complete its pass.

2. On a narrow road, with following traffic built up and no stop to be made soon:

   a. Pull to the side of the road if possible, using the right turn signal, and stop.
   b. Allow vehicles to pass.
   c. Use left turn signal, re-enter lane, cancel signal, and resume the run.
   d. If the bus driver regularly allows traffic to clear at safe spots, other drivers are not as likely to display impatience.

3. Bus drivers are NOT to signal other vehicles that it is safe to pass. (This may seem courteous, but it is not safe.)

NOTES	CONTENT
	Passing Usually a school bus does not have to pass other vehicles, but when it becomes necessary, a good driver follows these steps: 1. Check rearview mirrors to be sure traffic behind the bus is clear for passing. 2. On a two-lane road, check for oncoming traffic and traffic signs or markings which prohibit passing. Also check side roads from which traffic may enter. 3. Activate left turn signal well in advance of passing. 4. When traffic is clear, pull smoothly into passing lane. 5. Cancel left turn signal. 6. Move smoothly past the vehicle, increasing speed of the bus. 7. Activate right turn signal. 8. Move back into right lane only when the bus is at least one and one-half bus lengths ahead of the passed vehicle. 9. Cancel right turn signal. 10. Maintain safe speed at all times. It is illegal to exceed established speed limits while passing.

CONTENT	NOTES

Following

The law requires a school bus following any truck or bus to leave a space which another vehicle can safely enter and occupy.

There should be an interval of at least four seconds between any vehicle and a school bus passing a given point.

The driver must keep a close watch for stop or turn signals when following any vehicle.

Stopping

Sudden stopping can cause collisions and passenger accidents. Smooth stopping is safe and comfortable. It also helps keep brakes in good condition and lessens the time and costs involved in bus maintenance.

To stop in a low gear, at 10 mph or less:

1. Depress clutch pedal and release accelerator.
2. Apply brakes gradually.
3. To prevent lurching, reduce pressure on the brake pedal slightly, but not completely, just before coming to a stop.
4. Shift the gear lever into neutral.
5. Release clutch and remove foot from the pedal.

NOTES	CONTENT
	6. Keep brake applied while the bus is stopped. To stop from a cruising gear: 1. Release accelerator and apply brake if necessary. 2. Downshifting for normal stops is not recommended with most equipment. 3. Keep the brake applied while bus is stopped. 4. In case of brake failure, use emergency brake, parking brake, or reserve safety system. Parking To park the bus: 1. On level or upgrade, shift into low gear; on downgrade, shift into reverse gear. 2. Lock wheels into curb. 3. Turn engine off and remove key. 4. Set parking brake. Unless the bus has an automatic moisture ejector, the driver should drain water from the primary, or wet, air storage tank every day if the bus has air brakes.

UNIT IV

EMERGENCY AND ACCIDENT PROCEDURES

Handling Accidents 3

School Bus Accident Report 4

Student Training 6
- General Behavior 6
- Evacuation 7
  - Front Door 8
  - Rear Door 10
  - Front and Rear Doors 10
  - Emergency Exits and Windows 10

Fire Extinguishers 11
- Approved Type 11
- Classes of Fire 12
- Operation 12

Actual Emergencies 13
- The Driver's Emotions 14
- Reactions of Others 14
- Decision Whether to Evacuate 15
- Actual Evacuation 16
- Emergency Warning Equipment 18
  - Placement of Emergency Warning Equipment 19
  - Approaching Curve 20

First Aid 18
- "Good Samaritan" Law 18
- First Aid Objectives 21
- First Aid Kits 22
- Setting Priorities 23

"While we're waiting for the ambulance, let's talk about safety on the bus!"

CONTENT	NOTES
The school bus driver is in complete charge of the bus and passengers. The driver must know: • What to do. • How to do. • When to do. HANDLING ACCIDENTS The Oregon Pupil Transportation Manual contains a section on handling accidents on pages 66___ and 67___. The Emergency Procedures for School Bus Drivers book contains first aid information and a form for reporting facts about accidents. The Emergency Procedures book should be kept in the first aid kit.	

Oregon Department of Education
Pupil Transportation Services
700 Pringle Parkway SE
Salem, Oregon 97310

School Bus Accident Report
(Applies to all vehicles transporting pupils)

NOTE: This form must be filled out whenever a vehicle transporting students is involved in any accident on a public highway or private property. Send to the above address within 72 hours after accident.

Date _____ Day of Week _____ Time _____ A.M. _____ P.M. _____

City or town	Street	At Intersection with:	If not at Intersection: Feet ___ Miles ___ ☐N ☐W ☐S ☐E of the Intersec.

Other Location (hwy. no., road name or no., private property, parking lot, etc.) | Miles from nearest town or city:

YOUR VEHICLE No. 1

Driver's Name	Address	Owner: County:	
Yrs. Experience Driving Bus / Age/Driver	School Bus Drv. Lic. No.	Vehicle Capacity	No. pupils on board
Vehicle Speed / Speed Zone	Driver Seat Belt in Use?	Year and Make	License No.

☐ *Vehicle is a School Bus
☐ Vehicle is NOT a school bus

*All vehicles marked with the words "School Bus" and equipped with flashing amber and red lights

Type of Vehicle: ☐ Conventional ☐ Transit ☐ Other (Describe below)

Other Vehicle No. 2	Year & Make	Vehicle License No.	Body Style	Owners Name and Address
Drivers Name	Drivers License No.	Drivers Age	Address	

Mark as many as apply:

	No. 1	No. 2
Going straight ahead	☐	☐
Turning left	☐	☐
Turning right	☐	☐
Turn signals on	☐	☐
Wrong lane	☐	☐
Backing	☐	☐
Stopped	☐	☐
Parked	☐	☐
No driver in vehicle	☐	☐
Disregard traffic light	☐	☐
Disregard stop sign	☐	☐
Flashing lights on	☐	☐
Pupils loading	☐	☐
Pupils unloading	☐	☐
Pupils crossing highway	☐	☐
Other	☐	☐

TYPE OF ACCIDENT
☐ One other vehicle
☐ Two or more vehicles
☐ Railroad train
☐ Animal
☐ Motorcycle
☐ Bicycle
☐ Fixed object
☐ Non-collision
☐ Pedestrian
☐ Other

WEATHER
☐ Clear
☐ Raining
☐ Snowing
☐ Fog
☐ Other

ROAD SURFACE
☐ Dry
☐ Wet
☐ Snowy
☐ Icy
☐ Other

LIGHT CONDITION
☐ Daylight
☐ Dawn or dusk
☐ Dark
☐ Other

Did mechanical defect contribute to accident? Yes No If yes, explain.

Pupils injured or killed in accident before boarding or after leaving bus, explain.

Attach additional sheet.

Police officer at the scene? Yes ☐ No ☐

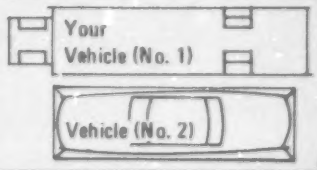
Department _____

Citation Issued?
Bus Driver ☐
Other Driver ☐

DAMAGES TO VEHICLES (Shade Areas Damaged)

IS VEHICLE NO. 1 DRIVEABLE? Yes ___ No ___

Estimated damage No. 1 $ _____
Estimated damage No. 2 $ _____
Estimated damage No. 3 $ _____



Pupils injured inside of bus – Bus not involved in accident (result of sudden stop, bus swerving, pupil fell or thrown from seat, etc.)

Form 581-2250 (2/83)

Pupils, other vehicle occupants, or pedestrians injured or killed indicate by number in column 3 one of the following applicable categories:

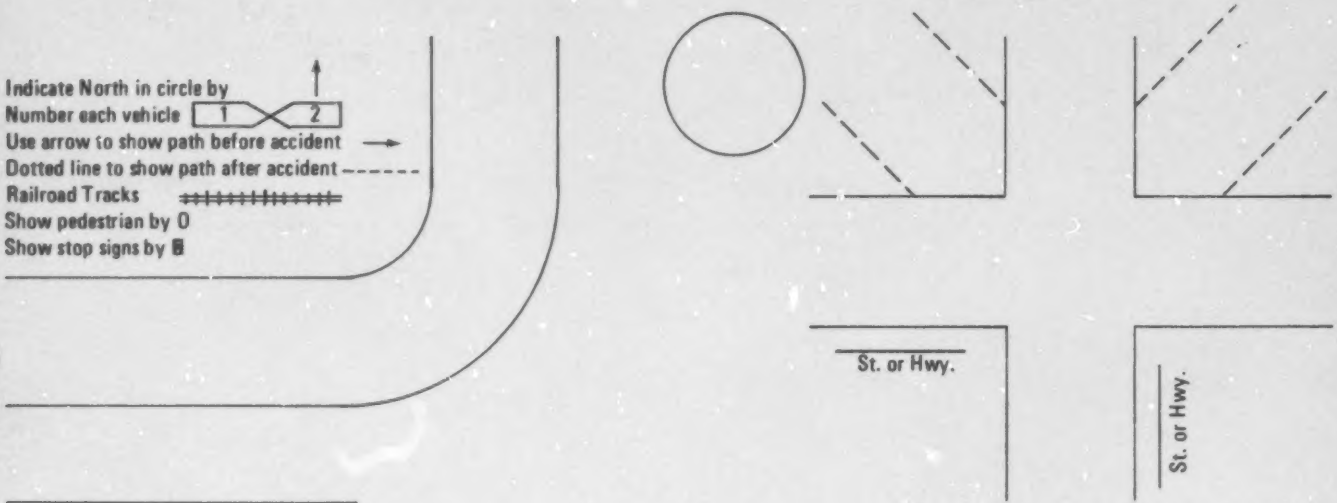
1. Fatally injured
2. Broken bones – incapacitated – unconscious
3. Concussion – momentary unconsciousness
4. Cuts & abrasions (medical treatment required)
5. Non-incapacitated – cuts & bruises (medical treatment not required)
6. Other

Vehicle No. 1	Vehicle No. 2	Name	Age	Sex	Address	3	Nature of injury

(If more space is needed attach additional sheet.)

Highway – Two lane _____ Three lane _____ Four lane ____ Gravel _____ Narrow road ____ One way _____

INDICATE ON DIAGRAM WHAT HAPPENED.


Indicate North in circle by
Number each vehicle 1 2
Use arrow to show path before accident
Dotted line to show path after accident
Railroad Tracks
Show pedestrian by O
Show stop signs by
St. or Hwy.
St. or Hwy.

Did this accident occur on bus route activity trip or other ☐

GIVE EXACT DETAILS OF ACCIDENT. PLEASE PRINT OR TYPE.

_____

_____

_____

_____

_____

_____

_____

PLEASE BE SURE THIS REPORT IS COMPLETE.

_____
Signature of Bus Driver

NOTE: The Coordinator of Pupil Transportation Services, Salem, Oregon, shall be notified immediately in the event of critical injury or death resulting from a bus accident or involving a pupil crossing the highway to or from the bus.

_____
Transportation Supervisor, Principal or Superintendent

NOTES	CONTENT

STUDENT TRAINING

Both driver and passengers must know something about what to do when an accident occurs.

Oregon regulations require that regularly transported students be instructed at least twice during the school year in the use of emergency exits, evacuation procedures and safe bus riding procedures. See Oregon Pupil Transportation Manual, pages 24___ and 71-74___.

The driver trains student leaders to help in case of accident or emergency and to assist in teaching others what to do in emergencies.

General Behavior

The purpose of emergency training and drills is to prepare everyone to behave in a calm and rational manner in highly irregular and exciting circumstances.

Emphasize in drills and at virtually all times that no one does anything without the driver's go-ahead, even though the command may be given by a student leader.

Students need to realize that in a real life situation, they would have to use some initiative if driver and student leaders were unable to give directions. Knowing this gives them a sense of importance and responsibility that can make the training meaningful. Discuss with the riders what they might do in various situations.

CONTENT	NOTES
If they must leave the bus, students are to remain calm and quiet. Explain that rushing will not save time and will only cause more problems, such as congestion and possibly injury. Their own noise could keep them from hearing instructions. Passengers should help one another, but never pull another person who is going through an exit or trying to jump. The helper extends a hand for the other person to take. Children are to stay together when they are sent to a location outside the bus. In teaching emergency procedures, tell students that this instruction is important to "EVERY ONE OF US" and that the Oregon Department of Education requires that this training be given so that if there were <u>real trouble</u>, everyone would know what to expect. Explain that in <u>real trouble</u>, the instructions might be different from one time to another. <u>Evacuation</u> The Oregon Department of Education requires at least two evacuation drills each year for all regularly transported students. The major objective of a drill is to get students off the bus in a safe and orderly manner and in the shortest time possible. The transportation and school officials schedule the time and location for evacuation drills.	

NOTES	CONTENT

Regular student leaders should know how to:

1. Turn off the ignition switch.
2. Set the emergency brake.
3. Get help.
4. Open emergency doors and windows.
5. Set flags and reflectors.
6. Open and close doors and account for all pupils passing their stations.
7. Help small children off the bus.
8. Follow all instructions promptly and correctly.

The driver or school should have written permission from the parent for a child to be assigned as a student leader. Substitutes should be able to serve in the leader's absence.

THE DRIVER STAYS ON THE BUS THROUGHOUT THE DRILL!!!

Front Door

Follow these steps in a front door drill:

1. Stop the bus, set parking brake, turn off engine, and remove the key. Unfasten seat belt.

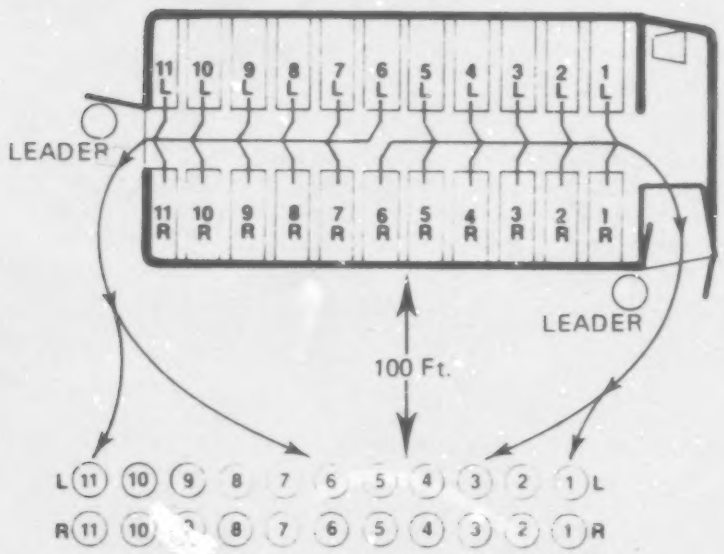
CONTENT	NOTES
2. Stand, open the door, face the students, and get their attention.	
3. Give the command: "Emergency drill. Stay seated. Leave your things in the bus. Front evacuation."	
4. Tell one student leader to stand outside the front door to count the passengers and assist them as they leave the bus. (Instruct the leader to offer a hand, not pull anyone out.)	
5. Tell the other student leader to take the students to a safe place which you name. (It should be at least 100 feet from the bus.)	
6. Explain that you will lead the students through the drill, but in a real emergency they would leave in the same way if you should be unable to give directions.	
a. Step just behind the first occupied seats, and turn facing the front of the bus. As you go past the seats, motion or tell the students to stand up.	
b. Starting with the right-hand seat, tap the shoulder of the student nearest the aisle to signal those passengers to move out. Say, "Walk. Don't run. Use the handrail."	
c. Hold your left arm out to keep the students from leaving the left-hand seat.	
7. When the pupils from the right-hand seat have moved forward far enough to clear the aisle, tap the shoulder of the student nearest the aisle in the left-hand seat and dismiss these students.	

NOTES	CONTENT
	8. Continue this procedure until the bus is empty. 9. When the last seat is empty, walk to the front of the bus, checking to see that everyone is out. 10. Now go to the students and tell them what improvements they should make or compliment them for a good job. Rear Door Teach the students that rear door evacuation works in the same way, with one student leader directing the passengers and one standing outside to help them. Front and Rear Doors In two-door evacuation, the driver has to station a student leader outside each door. Teach all of the students how to exit in this manner. Have students assemble in this order after an evacuation to check for missing students. Emergency Exits and Windows Do not conduct emergency window evacuation drills. Demonstrate how to open and close the windows. Be sure that students learn the order in which they would evacuate.

CONTENT	NOTES

Front and Rear Door Evacuation

66 PASSENGER BUS*
(3 persons to a seat)



66 passenger bus – 11 rows of seats on each side
60 passenger bus – 10 rows of seats on each side
54 passenger bus – 9 rows of seats on each side
48 passenger bus – 8 rows of seats on each side

FIRE EXTINGUISHERS

The driver shows the students where the fire extinguishers are kept and describes how to operate them, but does not tempt students to tamper by giving a demonstration.

Approved Type

The state's Pupil Transportation Department requires that Oregon school buses be equipped with dry chemical extinguishers. These are pressurized and filled with a fine dry powder. The minimum size allowed on buses is 5 pound, 10-B-C. This means that the extinguisher contains 5 pounds of powder and is capable of putting out a class B or C fire covering a 10-square foot surface.

NOTES	CONTENT

Classes of Fire

CLASS A	CLASS B	CLASS C
Fires of ordinary combustible material where "quenching" and "cooling" effects of quantities of water, or of solutions containing large quantities of water, is of first importance. EXAMPLES: Fires in wood, textile fabrics, rubbish, etc.	Fires in flammable liquids, petroleum products, etc., where the blanketing or "smothering" effect of the extinguishing agent is of first importance. EXAMPLES: Fires in gasoline, oils, and greases in tanks or containers, open vats, or running freely on floors or ground.	Fires involving electrical equipment where use of a "non-conductor" extinguishing agent such as carbon dioxide (CO_2) or dry powder is of first importance. EXAMPLES: Fires involving electrical switchboards, motors, or wiring.

Operation

The gauge at the top of the extinguisher shows the pressure.

The gauge is divided into areas to indicate low or high pressure. The needle should show that the extinguisher is charged.

To operate the fire extinguisher:

1. Remove it from bracket.

2. Shake vigorously to loosen packed powder.

3. Pull the safety pin by breaking the seal.

CONTENT	NOTES
4. If possible, stay upwind from burning material. (This gives the user the best protection from smoke and heat, and allows for maximum coverage.) 5. Squeeze handle to discharge powder. 6. Do not walk into unburned material that could catch fire in a backflash and cause injury. 7. Turn the extinguisher on and off as desired to control the fire. Direct powder toward the base of the flame, and use a slow sweeping motion. There is enough powder to last 10 or 15 seconds--use ALL of it. The objective is to be sure the fire is completely out. The extinguisher must be replaced or recharged before it can be used again. ACTUAL EMERGENCIES No two accidents are the same, so there is no set list of things to do when an accident occurs. The driver is the one to decide WHEN TO DO, WHAT TO DO OR NOT TO DO, and HOW TO DO. The decisions must be made quickly and calmly.	

NOTES	CONTENT

The Driver's Emotions

The one factor that will be the same in all accidents, emergencies, and even the most minor incidents is excitement.

A driver is in command and cannot afford to show nervousness or lack of self-confidence. Remember that:

- Deep breathing helps one remain self-controlled, whereas impulsive action not only wastes time, but can be downright dangerous.
- A person can think only one thought in any single instant. Most complicated processes are, in fact, a series of steps. Devote full attention to each immediate split second.
- The effort to appear calm has in itself a calming effect.

Reactions of Others

In frightening circumstances, people may behave in unpredictable ways. Reactions can include weakness, trembling, nausea, vomiting, crying, or sweating. Some people talk fast, joke, and act unaware of the danger. Some withdraw and seem even unaware of where they are.

Panicked persons are the most difficult to control because it is so hard to command their attention. The driver may have to restrain them for the sake of their own safety and the safety of others as well. If gentle firmness does not work, the driver may have to isolate them from the rest of the group.

CONTENT	NOTES
Fear reactions are uncontrollable, and each person's responses may change abruptly. When someones ability to cope with a situation is lost, normal behavior will not be resumed at once. Try to be understanding and give sympathy and encouragement, but not pity. Telling the person to "snap out of it" will not help. Let upset students talk about their feelings. Even a few minutes of talk will relieve those students remarkably. Try to suggest something they can do to be helpful in spite of their condition. Student leaders may be useful in calming other students. Decision Whether to Evacuate Among the first decisions to be made is whether to evacuate passengers. Will they be safer on board or off the bus? If the emergency does not endanger the occupants or if outside conditions present greater hazards than remaining in the vehicle, the driver should decide against evacuation. Do evacuate when the bus is on fire or in danger of fire, or when it is in an unsafe position. Being near an existing fire and unable to move the bus is being in DANGER OF FIRE, as is the presence of gasoline or other combustible material. Hazardous positions include: • On or very near railroad tracks.	

NOTES	CONTENT

- In an intersection or where lack of visibility might cause a collision.
- A place from which the bus could roll.

Actual Evacuation

Once it is decided to evacuate, the driver should:

1. Stop the bus, away from traffic and other hazards if possible.

2. Apply the emergency brake, turn off the engine and remove the key, and put the bus in gear (first gear on an uphill grade, reverse on a downhill slope). Unfasten seat belt.

3. Take several slow, deep breaths to prepare for controlled thinking and action.

4. Decide which exit will be best to use. (Use the front door only, unless another way would be safer in view of the bus position, immediate hazards and time available.)

5. Decide where students are to assemble outside the bus. (Choose a safe place at least 100 feet away from the bus and away from hazards.)

6. Take several more slow, deep breaths to prepare for controlled speech.

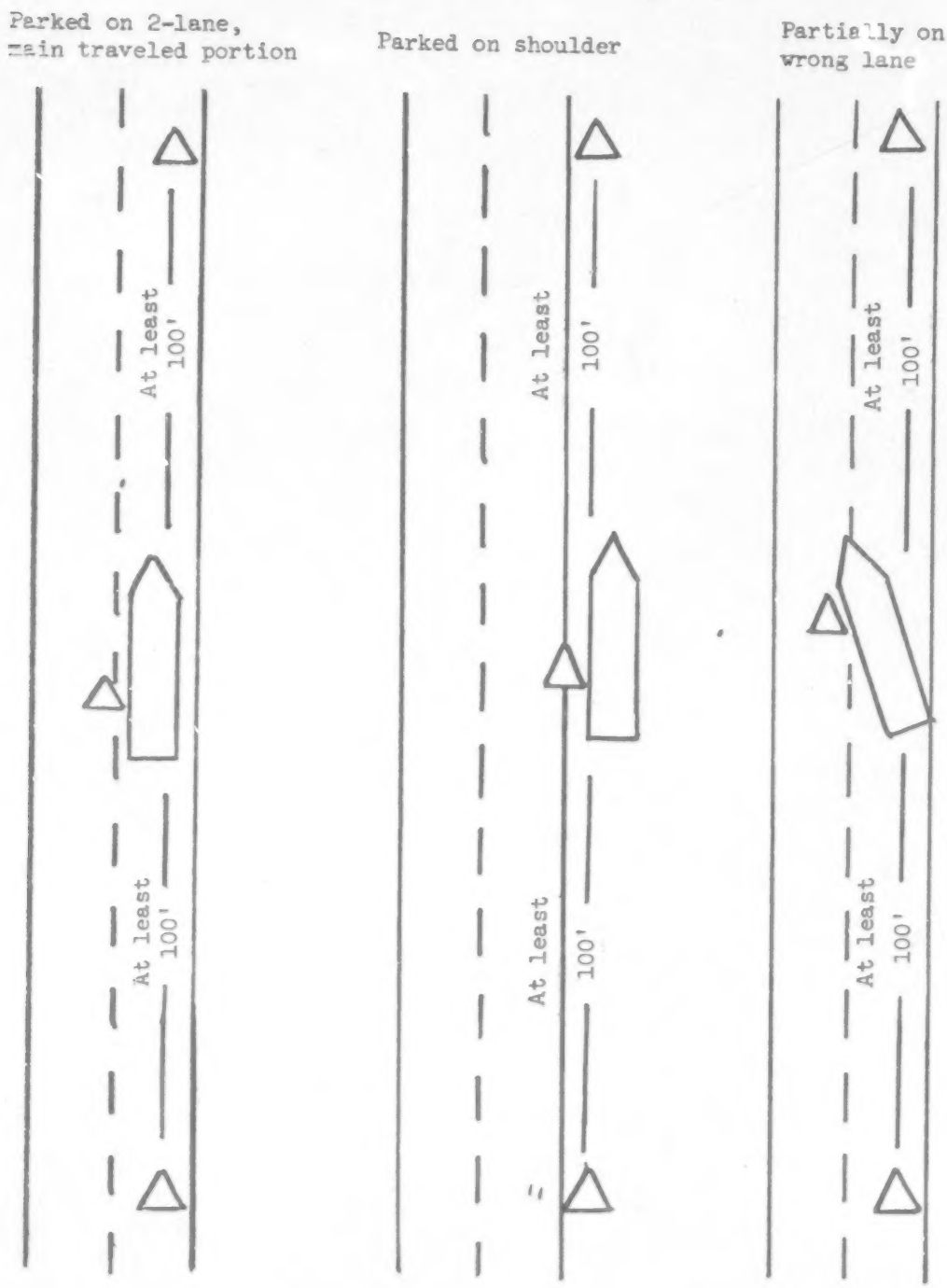
7. Face the passengers and tell them in a normal voice and at a usual rate of speech that you are going to evacuate, where to meet outside, and which exit or exits

CONTENT	NOTES
to use. (Mention the exit last, as the children will be especially likely to move ahead of time at the mere mention of the word.) 8. Send the student leaders to their stations. 9. If it can be used for evacuation, open the front door. Command the student leader or leaders to open any other exits to be used. Command the passengers to evacuate in the way they were taught. 10. Gather whatever emergency equipment will be needed before leaving the bus. To help assure safe evacuation: 1. Order the students to remain in their seat areas until it is their turn to leave. (The student leaders should know how to help get passengers through the various exits in the proper order, no matter what exits are used.) 2. Caution tall students to duck down as they go through emergency exits. 3. The driver and student leaders should tell others to check before they jump to see that loose clothing will not be caught on anything and contribute to falls. Jumping can cause injuries or make them worse. 4. Let each student, insofar as possible, decide how much assistance they will need to jump out of the emergency	}

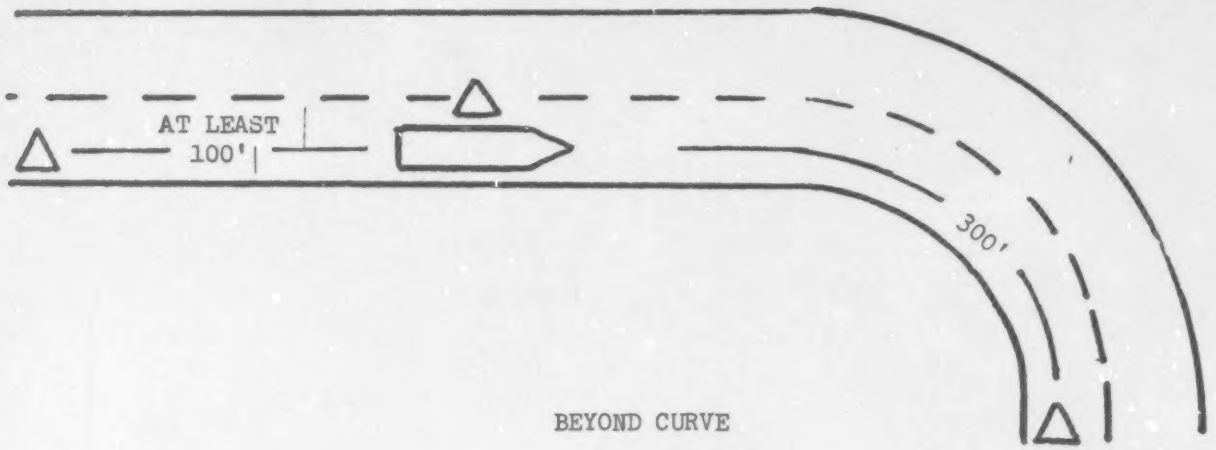
NOTES	CONTENT
	door. Students should all have learned never to pull anyone out, but to hold out a hand, palm up, and let the one coming through the exit grasp it. When everyone is out, check the students at their assembly point to be sure they are safe and to give them reassurance. Praise them if they have done well, and encourage them to continue acting in an adult manner. Emergency Warning Equipment Set out hazard warning reflectors. See illustrations on pages IV-19___ and IV-20___ showing where to put reflectors according to the position of the bus. FIRST AID Notify the supervisor of the circumstances and send an adult or two students for help. Use the phone numbers on the front of the Emergency Procedures book and write all messages, no matter who is to carry them. Messages must be accurate! Give first aid. "Good Samaritan" Law Oregon's "Good Samaritan" Law (ORS 30.800) protects a defendant who was certified in an approved first aid course within three years before giving emergency treatment at the

PLACEMENT OF EMERGENCY EQUIPMENT

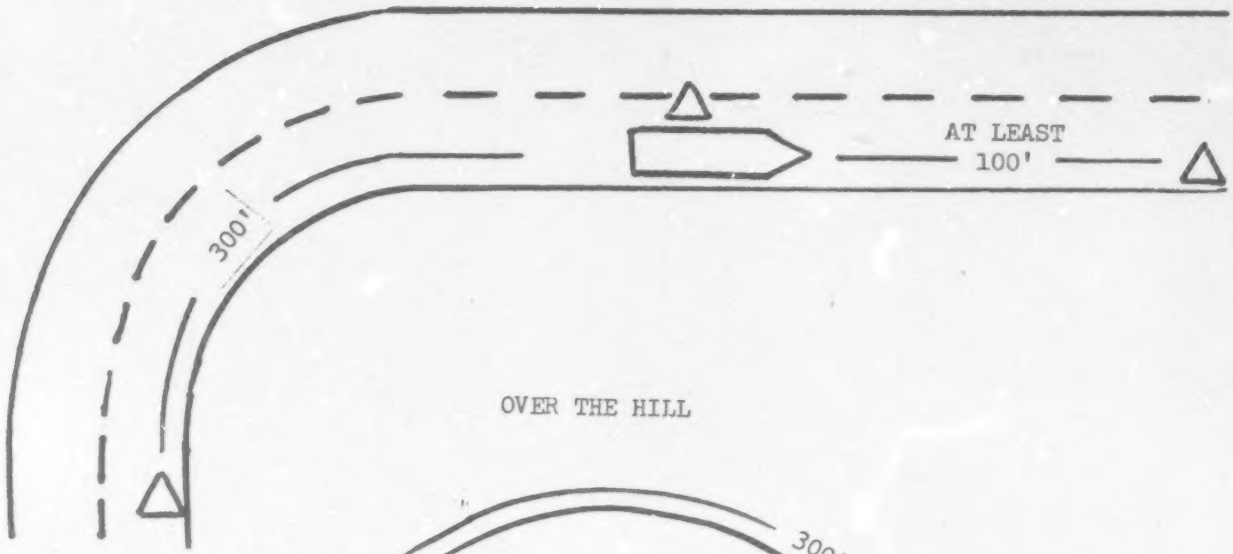
(Use overhead projector)



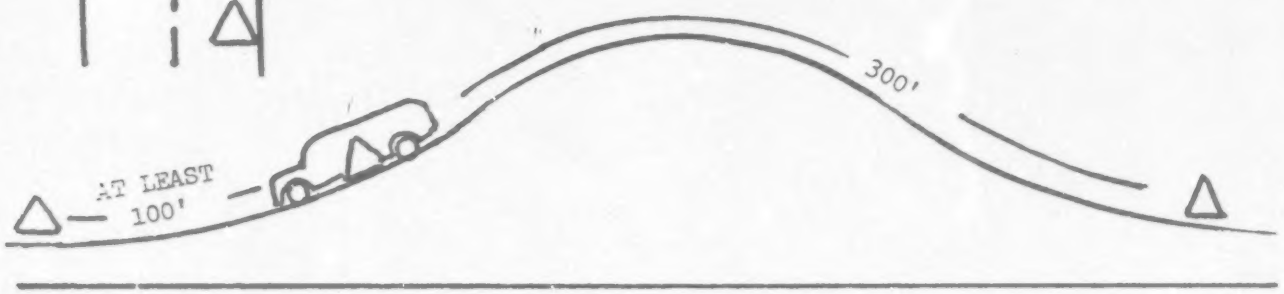
APPROACHING CURVE



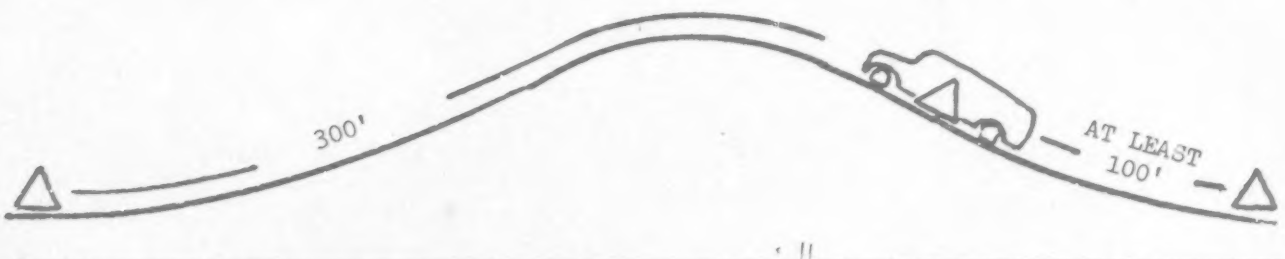
BEYOND CURVE



OVER THE HILL



APPROACHING HILL TOP



CONTENT	NOTES
accident or for the illness. It also protects a defendant who was certified earlier and who gave first aid care regularly within three years before giving it at the accident or for the illness. School bus drivers must obtain first aid certificates and keep them valid.	
First Aid Objectives	
First aid is the immediate and temporary care given the victim of an accident or sudden illness, until the service of a physician can be engaged. First aid is not intended to replace the professional medical person. Even in minor cases, the patient should see a physician as soon as possible.	
First aid rendered correctly controls loss of blood, may restore natural breathing, assists circulation, prevents or lessens shock, protects wounds and burns from infection, immobilizes fractures and dislocations, lessens pain, and conserves the patient's strength, so that when medical aid is provided, recovery is enhanced.	
The principle objects of first aid are:	
1. Checking conditions known to be endangering life.	
2. Protecting injuries from infection and complications.	
3. Preventing further injuries.	
4. Making the patient as comfortable as possible, to conserve strength.	

NOTES	CONTENT

5. Transporting the patient to medical assistance, when required, in such a manner as not to complicate the injury or subject the patient to unnecessary discomfort.

First Aid Kits

The State Board of Education's Minimum Standards for Oregon School Buses calls for a 24-unit [grade A] first aid kit in each regular bus. [Small conversion buses may have 16-unit kits, which contain the same items as 24-unit kits, but in smaller quantity.] The container is to be metal, reasonably water- and dust-proof, and mounted in or near the driver's compartment. If it is mounted inside a closed compartment, the location is to be clearly marked.

A 24-unit kit contains:

2 units of 1" adhesive compresses, 16 each
2 units of 2" bandage compresses, 4 each
2 units of 3" bandage compresses, 2 each
2 units of 4" bandage compresses, 1 each
2 units of 3" x 3" plain gauze pads, 4 each
2 units of 2" x 6 yards gauze roller bandage, 1 each
4 units of 1/2 square yard of gauze
3 units of 24" x 72" gauze
4 triangular bandages
1 tourniquet, with scissors and tweezers. DO NOT USE UNLESS ABSOLUTELY NECESSARY. THIS CAN BE DANGEROUS.

The only exception allowed in the list is that there may be a substitution for two of the four half yards of gauze. No medications are permitted in a (school bus) first aid kit.

CONTENT	NOTES

Setting Priorities

Before giving first aid, evaluate the scene.

If fire is present, the first thing to do is get everyone away from it.

If someone has been electrocuted, the most urgent action is to remove the person from the electricity while protecting yourself and others. Use a completely dry stick to lift off a charged wire. DO NOT TOUCH the victim until the electrical source has been removed.

If a wire is down on the bus, stay inside and keep others away until someone knowledgeable has removed the wire.

Although anyone who is drowning or who is in the presence of dangerous gas needs rescue service, no one should attempt this unless they are sure they can do it without becoming a victim themselves. A decision not to attempt rescue is not cowardly. Many times, a few seconds of delay will allow enough time to find a safer way to save the victim.

Unless professional help arrives, the driver alone is the one to decide WHAT TO DO and NOT TO DO, WHEN TO DO, and HOW TO DO. First aid workers sometimes permit themselves to give poor first aid care because others heckle, offer incorrect advice, or attempt improper procedures. The first aid worker may then fail to examine the victim carefully and perhaps make unwise decisions that would not be made in calm moments. Without careful examination, the first aid worker cannot determine in what order to treat the injuries.